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ABSTRACT

In 1984, the Connecticut General Assembly established mastery tests in mathematics and language arts (listening, reading, and writing skills) for grades 4, 6, and 8. A criterion-referenced test was considered most appropriate for identifying the strengths and weaknesses of every student. The specific skills to be mastered were identified by Connecticut educators. The Grade 6 Mastery Test results for 1990 are provided. The Grade 6 Mathematics Test assesses 36 specific objectives in conceptual understanding, computational skills, problem solving/applications, and measurement/geometry. The Language Arts Advisory Committee recommended a 112-item test for grade 6 covering reading/listening and writing/study skills. In 1990, sixth-graders mastered an average of 24.6 of 36 objectives, a slight improvement from the preceding year's figure of 24.1. In language arts, sixth-graders mastered an average of 8.1 of the 11 objectives tested, also an improvement over the preceding year's figure of 7.4. Writing scores decreased slightly, and reading scores remained unchanged. Test equating procedures used for comparing the scores are discussed, and test administration and scoring practices are described. Results for 1986 through 1990 are summarized. Fourteen charts present student achievement data. Thirteen appendices present test construction practices, specific objectives, the remedial standard setting process and committees, an overview of holistic scoring and marker papers for holistic scoring, the analytic rating guide and marker papers for analytic scoring, sample mastery test score reports, fall 1990 state by district reports in mathematics and language arts, the percentage of students meeting the statewide goal in each content area by district on the Connecticut Mastery Test, types of community classifications, education reference group descriptions, and student participation rates. (SLD)

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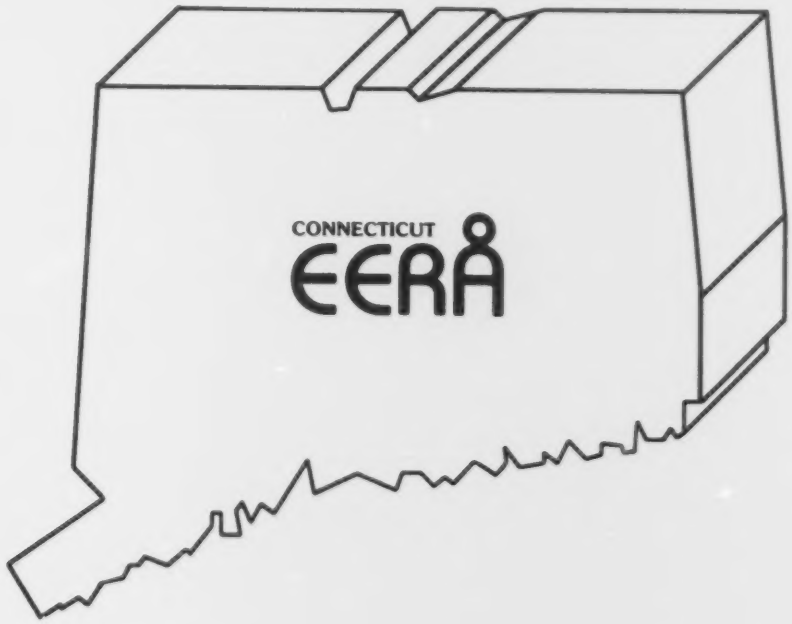
CONNECTICUT EDUCATION EVALUATION AND REMEDIAL ASSISTANCE

GRADE 6 MASTERY TEST RESULTS

SUMMARY AND INTERPRETATIONS 1990-91



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GRADE 6 MASTERY TEST RESULTS

SUMMARY AND INTERPRETATIONS: 1990-91

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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LEGISLATIVE BACKGROUND

In June 1984, the General Assembly of the State of Connecticut amended Section 10-14 m-r of the Connecticut General Statutes, an act concerning Education Evaluation and Remedial Assistance (EERA). This law provides that:

- By May 1, 1985, each local or regional board of education shall have developed and submitted for State Board of Education approval, a new plan of educational evaluation and remedial assistance. Each plan had to address the following:
  - the use of student assessment results for instructional improvement;
  - the identification of individual students in need of remedial assistance in language arts/reading and mathematics;
  - the provision of remedial assistance to students with identified needs; and
  - the evaluation of the effectiveness of the instructional programs in language arts/reading and mathematics.
- The State Board of Education shall administer an annual statewide mastery test in language arts/reading and mathematics to all fourth-, sixth- and eighth-grade students, with the following exceptions:
  - Special Education students who are excluded by a Planning and Placement Team (PPT) decision;
  - students who have been enrolled in an "English as a Second Language" program for two years or less; or
  - students enrolled in a Bilingual Program (as defined in Section 10-17e of the Connecticut General Statutes) for two years or less.
- Each student who scores below the statewide remedial standard on one or more parts of the eighth-grade mastery examination or the ninth-grade proficiency test shall be retested. These students shall be retested annually, using the eighth-grade mastery test, only in the deficient area(s) until such students score at or above the statewide remedial standard(s).
- Biennially, each local or regional board of education shall submit to the State Board of Education a report which includes indicators of student achievement and instructional improvement.
- On a regularly scheduled basis, the State Board of Education shall complete field assessments of the implementation of local EERA plans.

- On an annual basis, test results and low income data shall be used to determine the distribution of available state funds to support remedial assistance programs.

The purpose of this report is to provide an overview and summary of the implementation of the sixth-grade Connecticut Mastery Test. The mastery test assesses how well each student is performing on those skills identified by content experts and practicing educators as important for students entering sixth grade to have mastered.

The Connecticut Mastery Test is a critical element in Connecticut's agenda to attain educational equity and excellence. The testing program assesses essential skills in mathematics and language arts, including listening, reading and writing, for grades four, six and eight students. Student achievement is measured and reported in relation to specific learning objectives that students reasonably can be expected to have mastered by the end of grades three, five and seven.

The Connecticut Mastery Test provides valuable educational information which can be used to improve instruction and elevate the achievement of Connecticut's students. The test results are reported in a manner that identifies how well each student is succeeding in relation to clearly defined and meaningful standards. It is my hope that educators throughout the state use the results as a tool to gain a better understanding of the learning occurring in our classrooms and the ways to increase learning in the future.

Connecticut is committed to an annual cycle of assessment in order to promote:

- the monitoring of individual student achievement;
- the evaluation of instructional program effectiveness;
- educational goal setting; and
- remedial assistance program improvement.

I encourage you to carefully review the mastery test results provided at the student, classroom and district levels. The Department is prepared to assist local school districts in the areas of curriculum and professional development and test interpretation.

Gerald N. Tirozzi
Commissioner of Education

OVERVIEW OF THE MASTERY TESTING PROGRAM

In the spring of 1984, the Connecticut General Assembly amended the Education Evaluation and Remedial Assistance (EERA) legislation to authorize the creation of mastery tests in the basic skill areas of mathematics and language arts, including listening, reading and writing skills. The tests were to be established for grades four, six and eight.

The goals of the mastery testing program are:

- earlier identification of students needing remedial education;
- testing a more comprehensive range of academic skills;
- setting high expectations and standards for student achievement;
- more useful test achievement information about students, schools and districts;
- improved assessment of suitable equal educational opportunities; and
- continual monitoring of students in grades four, six and eight.

The type of test that best addresses these goals is a criterion-referenced test. Criterion-referenced tests are designed to assess the specific skill levels of students. Such tests usually cover relatively small units of content. Their scores have meaning in terms of what each student knows or can do. Test results are used to identify the areas of strengths and weaknesses of each student.

MASTERY TEST CONTENT

The CMT is designed to assess essential language arts/reading, writing and mathematics skills that can reasonably be expected to be mastered by most students by the end of the third, fifth and seventh grades. The specific skills to be tested within these content areas were identified by committees of educators from throughout the state. In addition, surveys were sent to many teachers, administrators and parents to determine the appropriateness of these skills for the Mastery Test. A complete description of the procedures used in the development of the sixth-grade CMT can be found in Appendix A (p. 33).

Mathematics

The Mathematics Advisory Committee recommended a grade six mathematics test that assessed thirty-six (36) specific objectives in four domains: (1) Conceptual Understanding; (2) Computational Skills; (3) Problem Solving/Applications; and (4) Measurement/Geometry. There are four test items per objective for a total of 144 items on the mathematics test. A detailed list of domains and objectives is given in Appendix B (p. 37).

Beginning with the fall 1990 administration of the grade six test, two objectives were deleted and two new objectives were added. At the request of the Mathematics Advisory Committee and in response to concerns about the developmental appropriateness of requiring mastery of abstract fractional computation early in grade six, "adding fractions with like denominators, requiring regrouping," and "adding and subtracting fractions with unlike denominators" were replaced with one conceptual understanding objective involving "conversion between mixed numbers and improper fractions" and one computational skills objective involving "estimation of sums and differences of fractions and mixed numbers."

Language Arts

The Language Arts Advisory Committee recommended a 112-item grade six language arts test that covers two domains: Reading/Listening and Writing/Study Skills. Eleven (11) objectives were recommended by the Language Arts Advisory Committee.

The general content of Reading/Listening consisted of narrative, expository and persuasive passages on a variety of topics measuring a student's ability in: (1) Literal Comprehension; (2) Inferential Comprehension; and (3) Evaluative Comprehension. Audiotapes were used to assess students' listening comprehension ability in: (1) Literal Comprehension and (2) Inferential and Evaluative Comprehension. The Degrees of Reading Power (DRP) test was also used to assess reading. The DRP test included eleven (11) passages and seventy-seven (77) test items. It was designed to measure a student's ability to understand nonfiction English prose at different levels of reading difficulty.

The general content area of Writing/Study Skills consisted of three components. First, there was a writing sample for direct, holistic assessment of student writing. Each student was asked to write a composition on a designated topic. Writing was then judged on a student's demonstrated ability to convey information in a coherent and organized fashion. Second, the mechanics of good writing, which was defined as (1) Capitalization and Punctuation, (2) Spelling, Homonyms and Abbreviations, (3) Agreement and (4) Tone, was assessed in a multiple-choice format. Third, Study Skills was assessed through Locating Information and Note-taking/Outlining. Locating Information (Schedules, Maps, Index and Reference Use and Dictionary Meaning) measured students' ability to find and use information from the sources listed. Note-taking and Outlining tested a student's ability to take notes and report information as well as complete missing outline information. A detailed list with objectives and number of items per objective is given in Appendix C (p. 41).

FUTURE DEVELOPMENT

The Connecticut State Department of Education, in conjunction with content consultants and various CMT advisory committees, has begun the development of the second generation of the CMT. The current CMT is under review to determine which skills are appropriate for inclusion on the new test. In addition, new content areas and other forms of assessment techniques (e.g., performance assessment and short-answer questions) are being considered. It is anticipated that the second generation CMT will be administered for the first time statewide in the fall of 1993. Items for this set of exams will initially be piloted in the fall of 1991 followed by a second pilot in the fall of 1992.

SETTING MASTERY STANDARDS BY OBJECTIVE

The essence of the Connecticut Mastery Test (CMT) is the establishment of a specific mastery standard against which each student's knowledge and competency on each objective can be compared. The mastery test incorporates appropriate and challenging expectations for Connecticut public school students. The goal of the CMT Program is for each student to achieve mastery of all objectives. The objectives being tested were identified as appropriate and reasonable for students at each of the grades tested. These tests are designed to measure a student's performance on these specific objectives.

The process of establishing the mastery standards by objective used a statistical method that required two decisions to be utilized. The first decision defined a student who mastered a particular skill as one who had a 95% chance of correctly answering each item within the objective. The second decision was that the specific standard for each objective would identify 99% of the students who mastered the skill. By applying the two decision rules stated above to a binomial distribution table, mastery standards were established for the 36 mathematics objectives and the 11 language arts objectives.

The mastery standards are as follows:

- In mathematics, for each of the 36 objectives, a student must answer correctly at least 3 out of 4 items.

- In language arts, for the 11 multiple-choice objectives with varying numbers of items, a student must answer correctly the following numbers of items:

	# Items Correct for Mastery
WRITING MECHANICS	
(1) Capitalization & Punctuation	9 out of 12
(2) Spelling	7 out of 9
(3) Agreement	11 out of 15
(4) Tone	3 out of 4
STUDY SKILLS	
(5) Locating Information	8 out of 11
(6) Note-taking and Outlining	3 out of 5
LISTENING COMPREHENSION	
(7) Literal	4 out of 6
(8) Inferential and Evaluative	10 out of 14
READING COMPREHENSION	
(9) Literal	6 out of 8
(10) Inferential	10 out of 14
(11) Evaluative	10 out of 14

No mastery standards were set for the two holistic language arts measures, neither the Degrees of Reading Power (DRP) test nor the Writing Sample, since these measures are not composed of objectives on which mastery could be assessed.

SETTING REMEDIAL (GRANT) STANDARDS

In addition to mastery standards, Section 10-14 m-r of Connecticut General Statutes requires that the Connecticut State Board of Education establish statewide standards for remedial assistance in order to meet two responsibilities:

- to identify and monitor the progress of students in need of remedial assistance in language arts/reading and mathematics as part of the EERA field assessments; and
- to distribute EERA funds based on the number of needy students statewide, as well as for use in the Chapter 2 and Priority School District Grants.

Students who score below the remedial standard(s) are eligible for services provided for in EERA legislation. Remedial standards were established by the State Board of Education acting on the recommendations of committees that represented Connecticut citizens and educators. The standard-setting committees recommended the following remedial standards:

1. In mathematics, a student who answers fewer than 79 of the 144 items (55%) correctly is required to receive further diagnosis by the local school district and, if necessary, to be provided with remedial assistance.
2. In reading, a student whose Degrees of Reading Power (DRP) unit score is lower than 50 is required to receive further diagnosis and, if necessary, to be provided with remedial assistance.
3. In writing, a student receiving a total holistic score less than 4 is required to receive further diagnosis by the local school district and, if necessary, to be provided with remedial assistance.

The mastery and remedial standards were established by the State Board of Education on June 4, 1986. For a detailed explanation of the remedial standard-setting process, see Appendix D (p. 43).

STATEWIDE ACHIEVEMENT GOALS

In addition to mastery and remedial standards, statewide achievement goals have been established in the content areas of mathematics, reading (DRP) and writing. These goals represent high expectations and high levels of achievement for Connecticut public school students.

The achievement goals are as follows:

- In mathematics, all students must master 31 of 36 objectives tested.
- In reading, a student must score a Degrees of Reading Power (DRP) unit score of 56 with 75% comprehension.
- In writing, a student must score a total holistic score of 7 on a scale of 2 to 8.

STUDENT GROWTH OVER TIME

The Connecticut Mastery Test (CMT) program is designed to provide criterion-referenced information about the level of student mastery of objectives in grades four, six and eight. However, the basic scores reported for the mastery tests do not provide a system for evaluating achievement growth from grade four to grade six to grade eight. This is so because mastery decisions are based on student performance (mastery/non-mastery) on objectives that are unique to grade level. Mastery of objectives cannot be compared directly across grade levels and tests because of the differences in the number of objectives, curriculum content and levels of difficulty. In order to make valid interpretations across grade levels, the mastery test performance must first be linked using a procedure called vertical equating.

Purpose of Vertical Equating

Vertical equating is a psychometric technique for comparing tests at all ability levels. This is accomplished by putting them on a new scale which is common to the tests. Vertical equating is based on two assumptions. The first is that learning is continuous. The second is that instruction in each area is related to increased achievement in that area. These assumptions enable test developers to create a scale score that covers a wide range of content over several grades. The type of equating that leads to the development of these "growth scales" is known as vertical equating. The development of growth scales is a common practice and has been used successfully in the development of a variety of achievement test batteries. The purpose of vertical equating is to provide one scale score system which can be used to compare performance across multiple grade levels. This score system enables test users to interpret test score information over time without altering the basic nature of the testing program. This achievement growth can be monitored over time on the basis of student performance on the CMT across grades.

Development of Vertical Scales

In order to develop a vertical scale, performance on the grade four, grade six and grade eight mastery tests was statistically linked. This was accomplished during the 1987 administration of the CMT using representative statewide samples of approximately 5,000 sixth-grade students and approximately 7,000 eighth-grade students. Each group of students at grade six and grade eight was administered the appropriate on-grade level test form of the CMT along with one below-grade level section of the CMT. Specifically, each group of eighth-grade students took the grade eight test as usual and a part of the grade six test. Likewise, each sixth-grade group took the grade six test as usual along with a section of the grade four test. Each sample of students took only one below-level section of the CMT involving approximately one hour of additional testing time. Performance on the below-level items was not counted toward the CMT scores of individual students. For each of these linking samples, item difficulty estimates were obtained for the on-grade and below-grade level items by analyzing all items together as one test. Once items from the on-grade and below-grade level tests were linked, item difficulties from each level of the CMT were adjusted to a common metric to produce the vertical scale.

Vertical scales were established in the content areas of mathematics and the reading comprehension section of the language arts test. For each grade and content area, every correct score corresponds to a specific value on a common score scale (vertical scale). Each of the vertical scales was constructed so that each scale score point represents the same theoretical achievement level whether derived from a score on the grade four test, a score on the grade six test or a score on the grade eight test. This allows valid interpretations of growth across time using tests differing in content, length and item difficulty. All items on the mathematics and reading comprehension tests were used in the development of the vertical scales. The writing and language arts tests were not scaled because of the nature of these assessment processes. The Degrees of Reading Power (DRP) test employs DRP unit scores which are already on a common scale across grades, obviating the need for any other development. (For more information see Congero, W.J., 1989, The Development of Vertical Scales to Enhance the Evaluation of Assessment Data. Paper presented at the annual conference of the National Council of Measurement in Education, San Francisco, CA. This paper is available through the Student Assessment and Testing Unit of the Bureau of Evaluation and Student Assessment.)

Scaled scores can be used to measure growth over time because CMT scores from all three grade levels have been placed on a common scale. These scales provide a means of monitoring students' academic progress from grade to grade. Before the scales were developed, it was difficult to assess the performance of groups of test takers as they moved from grade to grade because of differences in test length, curriculum content covered and levels of difficulty on the fourth-, sixth- and eighth-grade tests.

Since students who took the fourth-grade test in 1987 subsequently took the sixth-grade test in 1989, change in test performance can be assessed across two years' time. Similarly, change in performance can be assessed for 1990 sixth graders who took the grade four test in 1988. A summary of the overall growth in performance for these two groups of students in the content areas of mathematics and reading comprehension can be found in the 1990-91 Grade 6 Summary and Interpretations Manual. Students who took the fourth-grade test in 1985 subsequently took the sixth-grade test in 1987 and the eighth-grade test in 1989. Similarly, students who took the fourth-grade test in 1986 subsequently took the sixth-grade test in 1988 and the eighth-grade test in 1990. A summary of the overall growth in performance for these groups of students in the content areas of mathematics and reading comprehension can be found in the 1990-91 Grade 8 Summary and Interpretations Manual.

NORMATIVE INFORMATION

The CMT program is designed to provide detailed information about fourth-, sixth- and eighth-grade students' mastery of specific skills and objectives. The provision of national norms with CMT results is intended to enhance the usefulness and flexibility of mastery test information by offering a bridge to conventional norm-referenced testing programs. The decision to provide normative information with the CMT does not change the essential purposes of our criterion-referenced testing program. The CMT will continue to be used for diagnostic and other instructional purposes with results reported at the student, classroom, school, district and state levels.

In particular, national norms provide greater:

- **Test Economy**. By providing national norms with CMT results, school districts can eliminate their standardized testing programs at these grades, thus saving money and undue testing time while retaining normative data.

- **Test Efficiency**. Federal compensatory programs require the systematic testing of students using instruments that can provide normative information. Because norms are provided with the CMT, school districts will not have to "double test" compensatory program students. This service allows for increased instructional time for these students.

- **Test Interpretability**. Criterion-referenced test (CRT) programs may be criticized because the public has difficulty interpreting CRT performance. National norms will assist in the interpretation of CMT performance by providing a traditional benchmark with which the public is familiar.

Development of Norms

In order to provide estimated national norm-referenced data based on CMT performance, items on the CMT were statistically linked to items on a nationally norm-referenced test (NRT). Content-appropriate items from a nationally normed host test were included on the CMT to provide a common referent to both tests. Test equating procedures were then used to link CMT items with the normed test by placing all the items on a common scale. With this linkage in place, estimates of how the performance of Connecticut students compares to a national sample could be made. The NRT used to accomplish this task was the sixth edition of the Metropolitan Achievement Test (MAT-6), normed in 1986. The equating of the CMT to the MAT-6 enabled group summary scores on the CMT to be interpreted relative to the MAT-6 nationally representative normative data.

The CMT was initially equated to the MAT-6 during the pilot testing phase to investigate the relationship of the test content match between the two tests and the differential nature of the items included on the CMT and MAT-6. In addition, these preliminary data provided a benchmark by which the stability of the link could be monitored over time. The stability issue is monitored each year by readministering MAT-6 items during CMT administrations using representative statewide samples. The comparison of these data with prior information provides the information necessary to identify the instructional effects on student performance over time and to update the CMT/MAT-6 link as appropriate. This monitoring and updating ensures the continued accuracy of the normative estimates.

RESEARCH OPTIONS PROGRAM

The Research Options Program is a free service provided by the Connecticut State Department of Education (CSDE) to help educators and educational policymakers gain access to the extensive information available from the Connecticut Mastery Test (CMT). Participation in the Research Options Program is completely voluntary.

The Research Options Program allows educators and educational policymakers (i.e., superintendents, principals, researchers, evaluators and school board members) to benefit from customized research investigations designed to suit their individual needs or questions. Many school districts have taken advantage of the Research Options Program in previous years to successfully address special local concerns.

The Research Options Program provides a number of ways of examining student achievement, as measured by the CMT. For example, one method is to compare aggregated student test scores obtained from the CMT in two or more categories of interest. Categories might include males and females, special program students compared to non-special program students, or any other comparison. These reports include tables that show the proportion of students mastering each objective, average number of objectives mastered and the achievement indicators for students on each component of the test under consideration. These breakdowns allow district personnel to directly compare the performance of specific groups of students. In addition, graphics are provided, as appropriate, with each report. Graphs help simplify the task of interpreting data and convey information in a compact visual format.

The Research Options component of the CMT has grown a great deal since the first study was performed on the Connecticut Basic Skills Proficiency Test almost a decade ago. This year, test directors and evaluators in 28 districts took advantage of this valuable resource to address questions of local interest. In addition, statewide programs such as Bilingual Evaluation, Chapter I and School Effectiveness have used the research options to obtain useful information for participants in over 100 districts. [For more information see Mooney, R.F., 1989, The Connecticut Mastery Test Research Options Program: The Application of State Criterion-Referenced Test Reports for Local Research Needs. Paper presented at the annual conference of the National Council of Measurement in Education, San Francisco, CA. See also the Research Options Handbook (1988) provided by the Connecticut State Department of Education. (These references are available through the Student Assessment and Testing Unit of the Bureau of Evaluation and Student Assessment.)]

TEST ADMINISTRATION AND SCORING

The regular administration of the Connecticut Mastery Test (CMT) for 1990 was conducted using Form D during a three-week period commencing on September 24, 1990. Test sessions were conducted by local school district staff under the supervision of local test coordinators who had been trained by staff of the Connecticut State Department of Education (CSDE) and The Psychological Corporation (TPC). A student who took all subtests participated in approximately eight hours of testing.

The Grade 6 Connecticut Mastery Test had eight testing sessions.

- Mathematics I (60 minutes)
- Mathematics II (60 minutes)
- Mathematics III (60 minutes)
- Writing Sample (45 minutes)
- Degrees of Reading Power (70 minutes)
- Reading Comprehension (60 minutes)
- Listening Comprehension (45 minutes)
- Writing Mechanics/Study Skills (60 minutes)

At the conclusion of the make-up testing period, answer booklets were returned to TPC in San Antonio, Texas for optical scanning and scoring, and then organized in preparation for holistic scoring workshops.

Scoring of the Language Arts and Mathematics Tests

The mathematics and language arts multiple-choice tests were machine-scored by TPC. Mathematics scores were reported for the total test as well as for mastery by each objective. Language arts scores were reported for mastery of each objective only.

Scoring of the Writing Sample

Every writing sample was scored by Connecticut educators using a technique known as the holistic scoring method. Holistic scoring is an impressionistic and quick scoring process that rates written products on the basis of their overall quality. It relies upon the scorers' trained understanding of the general features that determine distinct levels of achievement on a scale appropriate to the group of writing pieces being evaluated. All participants received on-site training and were required to demonstrate a clear understanding of the scoring criteria prior to actually scoring student essays. Each paper receives a final score between 2 and 8, where 2 represents a poor paper and 8 represents a superior paper. A thorough description of the training and scoring process, including sample papers representing different holistic scores, is presented in Appendix E (p. 49).

Analytic Scoring

All papers receiving holistic scores at or below the remedial standard of 4 also received analytic scoring in four categories (traits): focus, organization, support/elaboration and conventions. Analytic scoring is a thorough, trait-by-trait analysis of those components of a writing sample that are considered important to any piece of writing in any context. This scoring procedure can provide a comprehensive picture of a student's writing performance if enough traits are analyzed. It can identify those traits that make a piece of writing effective or ineffective. However, the traits need to be explicit and well defined so that the raters understand and agree upon the basis for making judgments about the writing sample. The analytic rating guide and sample marker papers for the analytic scoring are presented in Appendix F (p. 63).

Scoring of the Degrees of Reading Power (DRP) Test

The DRP multiple-choice test was machine-scored by TPC. The scores reported are in DRP units. These scores identify the difficulty or readability level of prose that a student can comprehend. This makes it possible to match the difficulty of written materials with student ability. These scores can be better interpreted by referring to the readability levels of some general reading materials as shown below:

- Elementary textbooks (grades 5-7) - 45-65 DRP Units
- Personality Section - teen magazines - 55 DRP Units
- Adolescent fiction - 55 DRP Units

A much more extensive list of reading materials is contained and rated in the Readability Report, Seventh Edition, published by The College Board.

The conversion between DRP unit scores and raw scores can be made from the tabled values obtainable through the Student Assessment and Testing Unit of the Bureau of Evaluation and Student Assessment.

SCHOOL DISTRICT TEST RESULTS REPORTING

The CMT school district reports are designed to provide useful and comprehensive test achievement information about districts, schools and students. Four standard test reports are generated to assist superintendents, principals, teachers, parents and students to understand and use criterion-referenced test results. Appendix G (p. 67) presents samples of the district, school, class and parent/student diagnostic score reports.

FALL 1990 STATEWIDE TEST RESULTS

The Grade 6 Connecticut Mastery Test provides a comprehensive evaluation of student performance on specific skills that Connecticut educators feel are important at the beginning of sixth grade. The mastery test's greatest instructional utility lies in its identification of areas of student weakness and strength. These results profile the statewide results. Each school district also receives a full complement of reports that identify patterns of academic strength and weakness at the district, school, classroom and individual student levels.

Chart 1 (p. 12) gives a statewide summary of the average number of objectives mastered (mathematics and language arts), average writing and reading scores, the number of students scored, the number of students scoring at or above the remedial standard (where applicable) and the percent of students scoring at or above the remedial standard (where applicable).

The following are highlights of the 1990 Grade 6 CMT results:

MATHEMATICS

- Sixth graders mastered an average of 24.6 of 36 objectives tested, up slightly from last year's figure of 24.1.
- A total of 84.5% of the students scored at or above the remedial standard, up slightly from last year's figure of 83.0%.
- A total of 30.0% of the students scored at or above the mathematics goal, up slightly from last year's figure of 29.0%.

LANGUAGE ARTS

- Sixth graders mastered an average of 8.1 of 11 objectives tested, an increase from last year's figure of 7.4.

WRITING

- Sixth graders averaged 4.6 on a scale of 2 to 8, down slightly from last year's 4.9.
- A total of 79.7% of the students scored at or above the remedial standard, a decrease from last year's figure of 81.8%.
- A total of 10% of the students scored at or above the writing goal, a decrease from last year's figure of 17%.

READING

- Sixth graders averaged 57 units on the Degrees of Reading Power (DRP) test, representing no change from last year.
- A total of 76.4% of the students scored at or above the remedial standard, up slightly from 76.0% last year.
- A total of 60% of the students scored at or above the reading goal, up slightly from last year's figure of 59%.

CHART 1
1990 CONNECTICUT MASTERY TEST RESULTS
GRADE 6 STATEWIDE SUMMARY

SUBJECT	AVERAGE NUMBER OF OBJECTIVES MASTERED	NUMBER OF STUDENTS SCORED	STUDENTS AT OR ABOVE REMEDIAL STANDARD* NUMBER	PERCENT
MATHEMATICS	24.6	32,171	27,195	84.5%
LANGUAGE ARTS	8.1	31,896	———	———
	AVERAGE HOLISTIC SCORE			
WRITING SAMPLE	4.6	32,072	25,548	79.7%
	AVERAGE DRP UNIT SCORE			
READING	57	32,144	24,550	76.4%

* MATHEMATICS REMEDIAL STANDARD = 79 ITEMS CORRECT
WRITING REMEDIAL STANDARD = 4
READING REMEDIAL STANDARD = 50 DRP UNITS

Mathematics

In mathematics, sixth graders mastered an average of 24.6 objectives, or 68.3%, of the 36 objectives tested. While the state's goal is that all students master every objective, an interim standard (31 of 36 objectives mastered) has been established which represents a high level of mathematics achievement. Chart 2 (p. 15) illustrates that, statewide, students demonstrated strength (85% or more students achieving mastery) in the basic facts and simple applications objectives of multiplication/division facts and computation with whole numbers and money amounts; identifying graphs best fitting given data; interpreting graphs, tables and charts; identifying place value and using expanded notation; ordering whole numbers; and extending patterns with numbers or attributes. However, students did not perform as effectively (fewer than 50% of the students achieving mastery) on objectives that require higher level thinking--that is, conceptual and analytical skills (e.g., renaming whole numbers by regrouping; converting between mixed numbers and improper fractions; solving problems with extraneous information; estimation of lengths and areas; and determining areas and perimeters).

Chart 3 (p.16) illustrates the percent of students, statewide, achieving mastery on selected numbers of objectives. This chart indicates that the percent of students mastering fewer than 31 objectives shows a general decline from 1986 to 1990. Furthermore, during that same time period, the percent of students mastering at least 31 objectives has increased from 23% in 1986 to 30% in 1990.

Students getting fewer than 79 questions correct on the 144-question mathematics section (17%) were identified as needing further diagnosis and possible remedial instruction.

There continues to be a consistent pattern throughout the mathematics subtests of student strengths in primarily computational skills and easy one-step routine applications. These strengths are offset by an equally clear pattern of student weaknesses on higher order objectives involving more than routine conceptual understanding or simple application of skill. For example, students are consistently strong in their ability to recall number facts and compute with whole numbers. However, there is consistent weakness in working with fractions, making estimates and solving 2-step or non-routine problems.

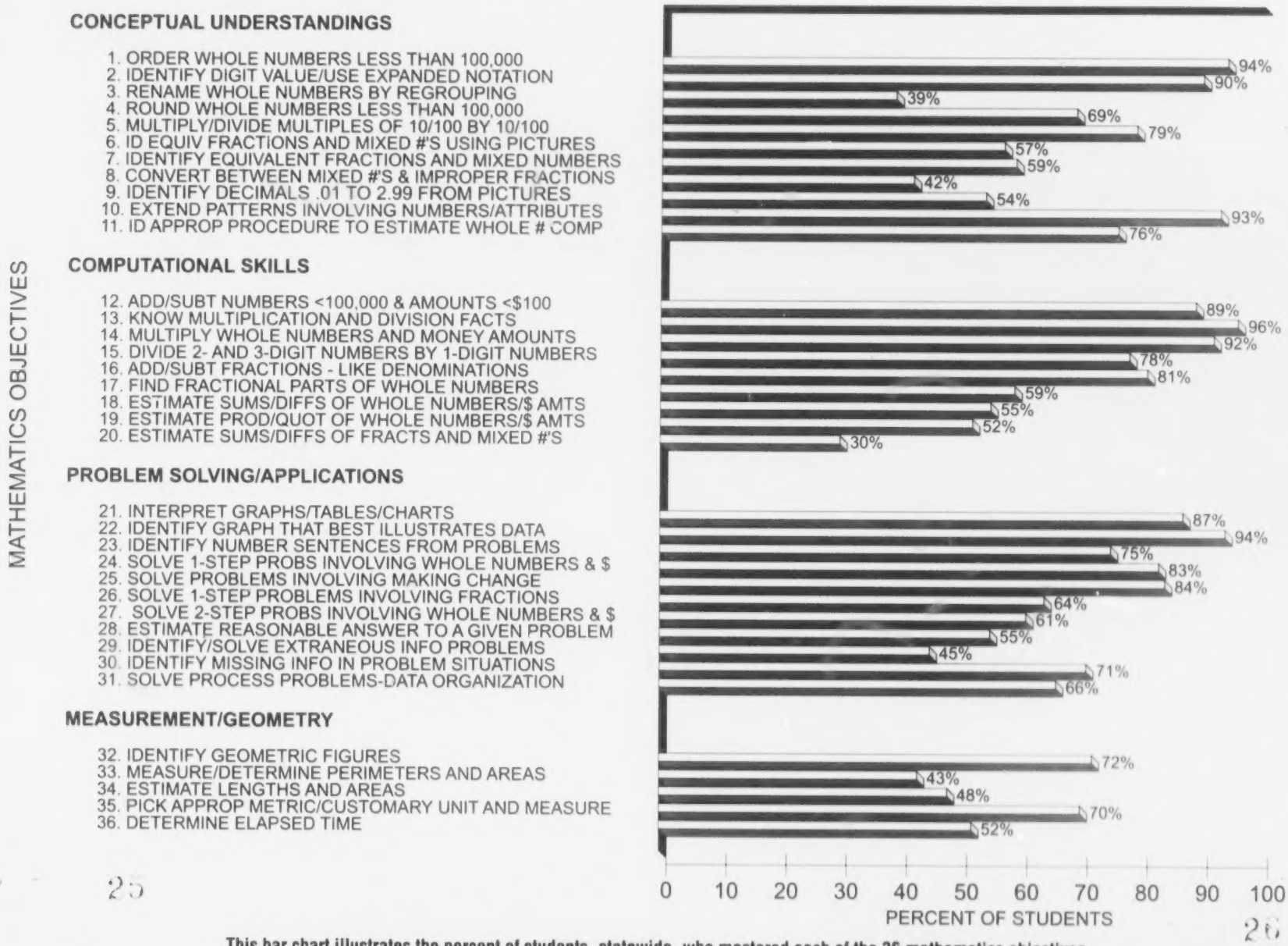
Language Arts

In language arts, sixth-grade students averaged 8.1 objectives, or 73.6% of the 11 objectives tested. The state's goal is that all students master every objective. Chart 4 (p. 17) illustrates that students did reasonably well on writing mechanics, except for capitalization and punctuation and study skills. However, weaknesses were found in reading comprehension and to some extent in listening comprehension. These results indicate that students need to learn more effective comprehension strategies while simultaneously being exposed to a wide variety of reading selections.

In writing, sixth-grade students averaged 4.6 points on a scale of 2 to 8. The state's goal is that all students be able to produce an organized, well-supported piece of writing, that is, a holistic score of 7 or 8. Chart 5 (p. 18) illustrates that 10% of the students produced an organized, well-supported piece of writing (scores of 7 or 8), and an additional 37% produced a paper which is generally well-organized (scores of 5 or 6). A total of 33% of the students scored a 4, which indicates minimally proficient writing, while the remaining 20% scored below the remedial standard (scores of 2 or 3).

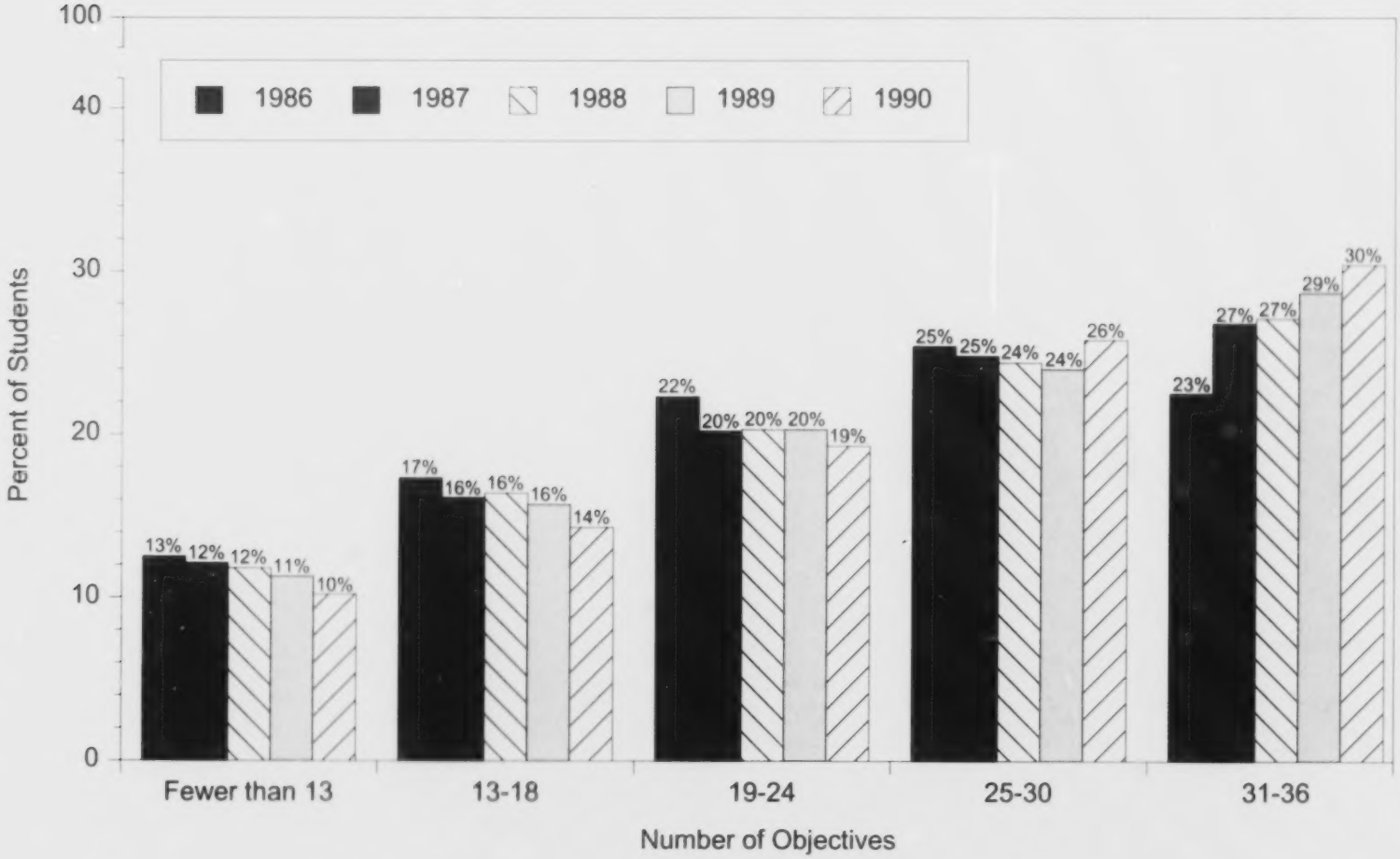
In reading (Degrees of Reading Power test), sixth-grade students averaged 57 units on a scale of 15 through 99. The state's goal is that all students be able to read with high comprehension those materials typically used at the sixth grade or above; that is, at least 56 on the DRP unit scale. Chart 6 (p. 19) illustrates that 60% of the students scored at least 56 on the DRP score scale, 16% scored between 50 and 55 and 24% scored below the remedial standard of 50. The average score of 57 suggests that Connecticut sixth graders typically can read and comprehend materials normally used up to grade six. To improve reading performance, more emphasis needs to be placed on reading nonfiction materials during the primary and intermediate grades.

CHART 2
MATHEMATICS: PERCENT OF STUDENTS ACHIEVING MASTERY FOR EACH OBJECTIVE



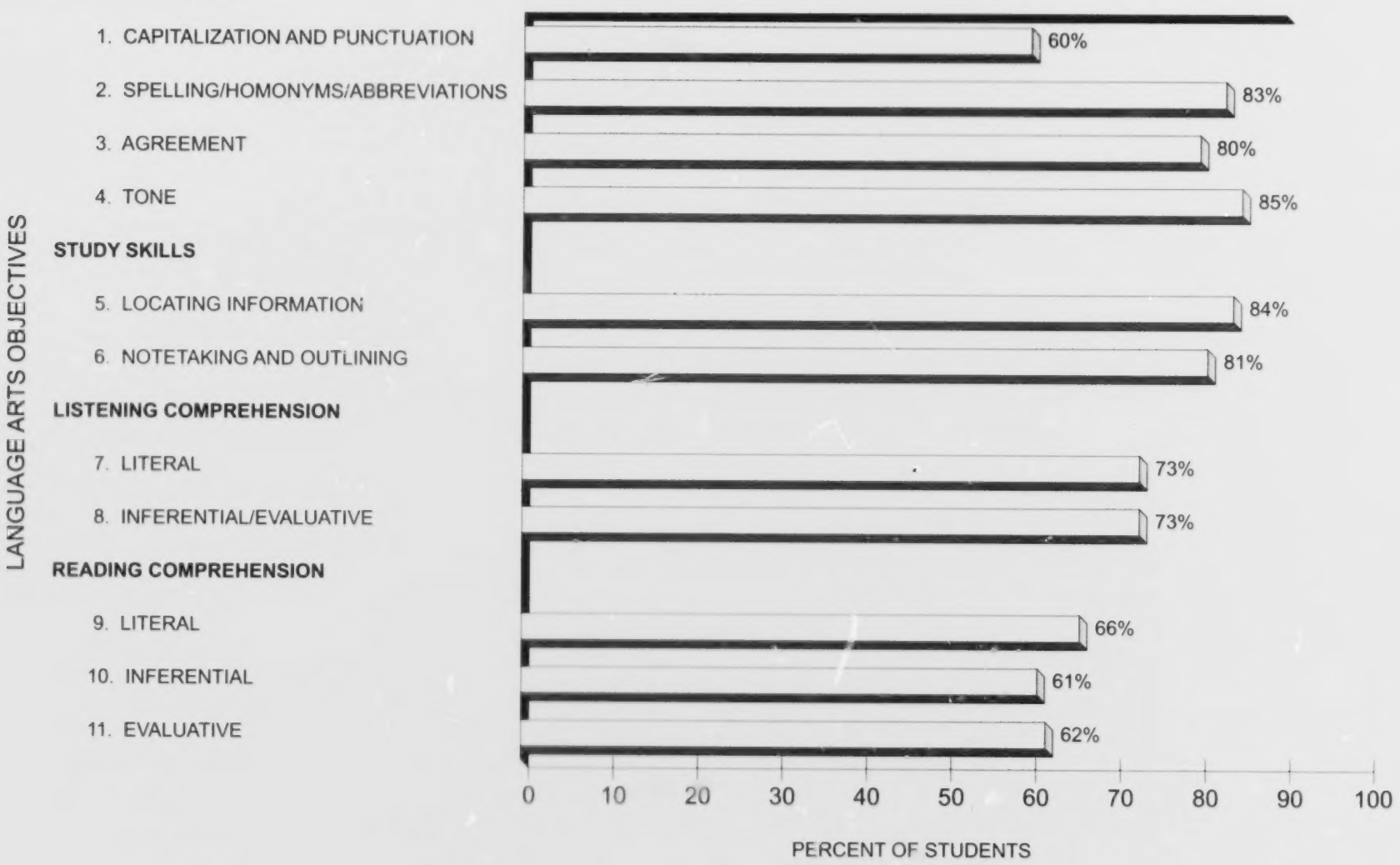
This bar chart illustrates the percent of students, statewide, who mastered each of the 36 mathematics objectives.

CHART 3
MATHEMATICS: COMPARISON OF PERCENT OF STUDENTS ACHIEVING MASTERY ON SELECTED NUMBERS OF OBJECTIVES FOR 1986 THROUGH 1990



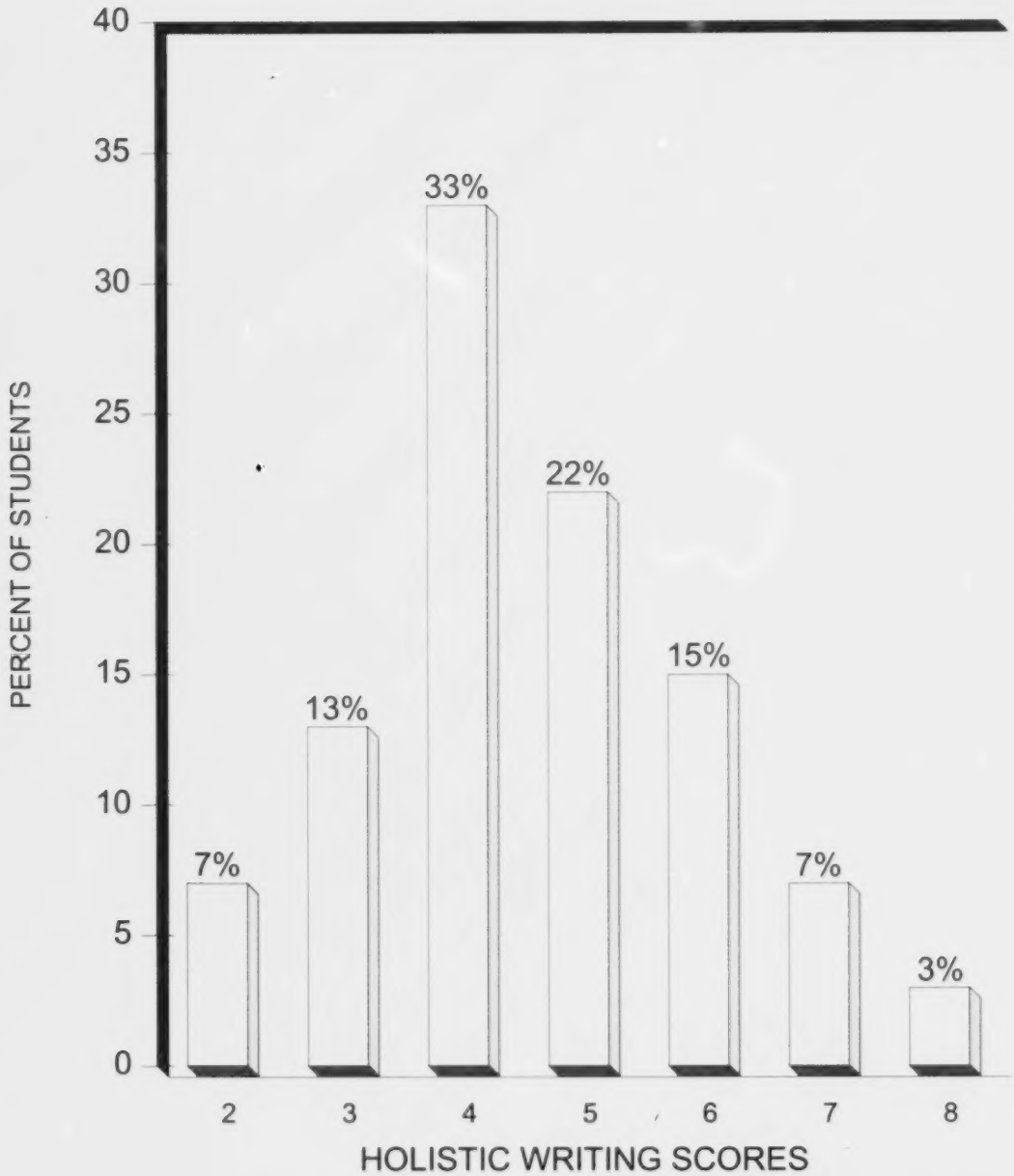
This bar chart illustrates the percent of students, statewide, whose total numbers of objectives mastered fell within one of the indicated ranges.

CHART 4
LANGUAGE ARTS: PERCENT OF STUDENTS ACHIEVING MASTERY FOR EACH OBJECTIVE



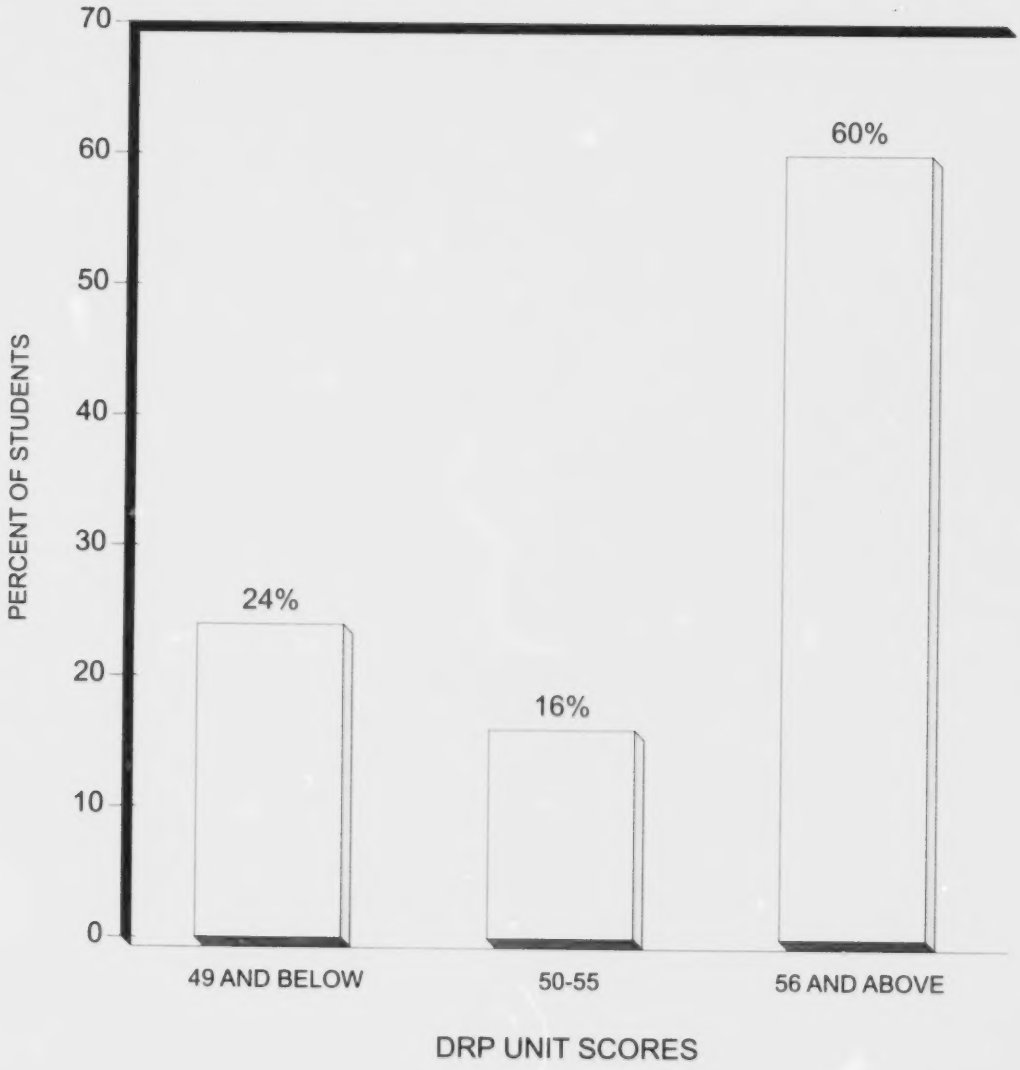
This bar chart illustrates the percent of students, statewide, who mastered each of the eleven language arts objectives.

CHART 5
WRITING SAMPLE:
PERCENT OF STUDENTS AT EACH SCORE POINT



This bar chart illustrates the distribution of students who received each *holistic writing* score, statewide. Holistic writing scores are interpreted as follows: a student who scores 7 or 8 has produced a paper which is well written with developed supportive detail; a student who scores 5 or 6 has produced a paper which is generally well organized with supportive detail; a student who scores 4 is minimally proficient; and a student who scores 2 or 3 is in need of further diagnosis and possible remedial assistance.

CHART 6
DEGREES OF READING POWER® (DRP)®:
PERCENT OF STUDENTS AT SELECTED RANGES OF DRP UNIT SCORES



This bar chart illustrates the distribution of students, statewide, scoring in each of three *Degrees of Reading Power* (DRP) score categories. DRP score categories are interpreted as follows: a student who scores 56 DRP units or above has met the statewide Reading Goal and can read, with high comprehension, materials which are typically used at grade 6 or above; a student who scores 50-55 DRP units can read, with high comprehension, materials which are typically used below grade 6 but above the Remedial Standard; and a student who scores 49 DRP units or below is in need of further diagnosis and possible remedial assistance.

COMPARISON OF 1986 THROUGH 1990 TEST RESULTS

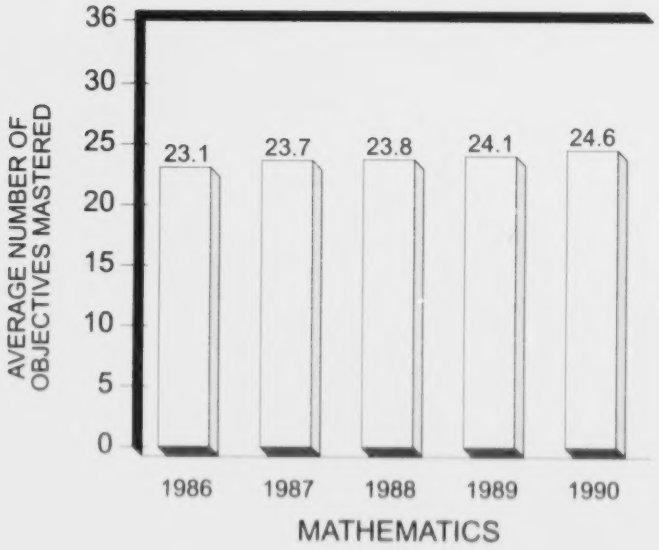
Charts 7-12 (pp. 21-26) address the comparison of the 1986 through 1990 test results. Charts 7 (p. 21), 10 (p. 24) and 11 (p. 25) present a comparison of statewide average scores on the four subtests, a comparison of students scoring at or above the remedial standard, and a comparison of the percent of students scoring at or above the statewide goals, respectively. The remaining three charts provide a comparison of the percent of students achieving mastery in each mathematics objective (Chart 8, p. 22) and each language arts objective (Chart 9, p. 23), and a comparison of student achievement in relation to the remedial standards (Chart 12, p. 26).

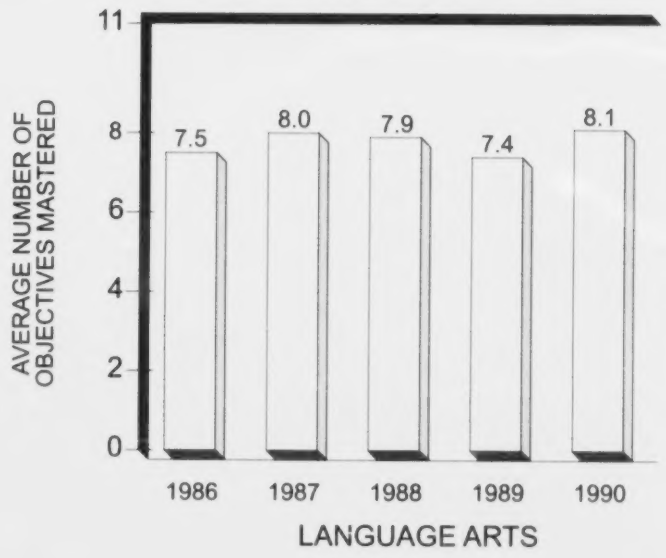
Chart 7 (p. 21) shows that the statewide average scores increased in all areas tested, except writing which showed a slight decrease, when 1990 results are compared to 1986 results. In mathematics, the average number of objectives mastered increased from 23.1 in the initial 1986 assessment to 24.6 in 1990. Mathematics scores have increased slightly in each of the test administrations indicating a steady, albeit small, positive trend. DRP reading performance has also moved in a positive direction. While the average DRP score was unchanged from 1988 to 1990, there has been a 1 point increase in every other year moving from 55 in 1986 to 57 in 1988. For the first time since the CMT began, the average number of language arts objectives mastered has dropped below the initial baseline from 7.5 objectives mastered in 1986 to 7.4 mastered in 1989. Student performance on the writing samples showed some progress from 1986 to 1989, with the average holistic score increasing from 4.7 to 4.9. This year, however, the average holistic score dropped to 4.6.

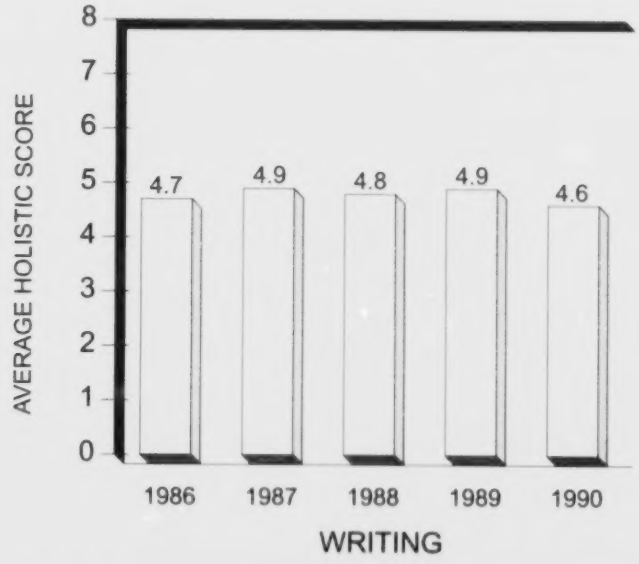
Chart 8 (p. 22) lists the percent of students at mastery for each of the 36 mathematics objectives. Of the 34 objectives assessed from 1986 to 1990, 21 objectives have shown a gain in percent of students at or above mastery, 8 have declined and 5 are unchanged. Note that 2 objectives were changed in the 1990 assessment (see pp. 1-2). A comparison of the 1990 and 1986 results shows large gains (at least 10 percentage points) in the percent of students meeting the mastery standard in the following objectives: renaming whole numbers by regrouping, rounding whole numbers less than 100,000, multiplying and dividing multiples of 10 and 100 by 10 and 100, finding fractional parts of whole numbers, estimating a reasonable answer to a given problem, solving 1-step problems with fractions, measuring/determining perimeters and areas and estimating lengths and areas.

Chart 9 (p. 23) lists the percent of students at mastery for each of the 11 language arts objectives. From 1986 to 1990, 10 objectives have shown a gain in percent of students at or above mastery and 1 objective has shown a decline. When 1990 results are compared with 1986, the only area which showed a substantial decline was capitalization and punctuation, which dropped 11 percentage points. More instructional emphasis needs to be placed on helping students to organize ideas from nonfiction materials. This is necessary in order to facilitate long-term retention of pertinent concepts from expository material.

CHART 7
COMPARISON OF STATEWIDE AVERAGE SCORES FOR 1986 THROUGH 1990







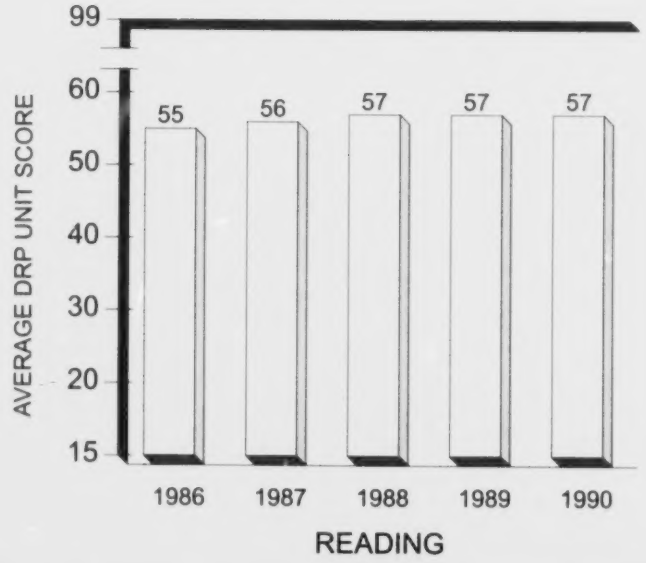


CHART 8
MATHEMATICS: COMPARISON OF THE PERCENT OF STUDENTS ACHIEVING MASTERY IN EACH OBJECTIVE FOR 1986 THROUGH 1990

OBJECTIVE	PERCENT OF STUDENTS STUDENTS AT MASTERY					PERCENTAGE POINT GAIN FROM 1986 TO 1990
	1986	1987	1988	1989	1990	
CONCEPTUAL UNDERSTANDINGS						
1. ORDER WHOLE NUMBERS LESS THAN 100,000	94%	96%	96%	96%	94%	0%
2. IDENTIFY DIGIT VALUE/USE EXPANDED NOTATION	90%	92%	92%	92%	90%	0%
3. RENAME WHOLE NUMBERS BY REGROUPING	17%	27%	28%	42%	39%	22%
4. ROUND WHOLE NUMBERS LESS THAN 100,000	55%	64%	65%	62%	69%	14%
5. MULTIPLY/DIVIDE MULTIPLES OF 10/100 BY 10/100	67%	70%	70%	72%	79%	12%
6. ID EQUIV FRACTIONS AND MIXED #'S USING PICTURES	59%	54%	54%	59%	57%	-2%
7. IDENTIFY EQUIVALENT FRACTIONS AND MIXED NUMBERS	51%	50%	49%	48%	59%	8%
8. CONVERT BETWEEN MIXED #'S & IMPROPER FRACTIONS	*	*	*	*	42%	*
9. IDENTIFY DECIMALS (.01 TO 2.99) FROM PICTURES	53%	54%	56%	70%	54%	1%
10. EXTEND PATTERNS INVOLVING NUMBERS/ATTRIBUTES	91%	92%	92%	94%	93%	2%
11. ID APPROP PROCEDURE TO ESTIMATE WHOLE # COMP	82%	81%	82%	78%	76%	-6%
COMPUTATIONAL SKILLS						
12. ADD/SUBT NUMBERS <100,000 & AMOUNTS <$100	87%	90%	89%	89%	89%	2%
13. KNOW MULTIPLICATION AND DIVISION FACTS	95%	93%	92%	97%	96%	1%
14. MULTIPLY WHOLE NUMBERS AND MONEY AMOUNTS	93%	90%	89%	90%	92%	-1%
15. DIVIDE 2- AND 3-DIGIT NUMBERS BY 1-DIGIT NUMBERS	81%	78%	78%	77%	78%	-3%
16. ADD/SUBT FRACTIONS - LIKE DENOMINATIONS	81%	66%	66%	76%	81%	0%
ADD FRACTIONS WITH LIKE DENOMS, WITH REGROUPING	52%	60%	60%	63%	**	**
ADD/SUBTRACT FRACTIONS WITH UNLIKE DENOMINATORS	38%	39%	39%	30%	**	**
17. FIND FRACTIONAL PARTS OF WHOLE NUMBERS	28%	40%	40%	32%	59%	31%
18. ESTIMATE SUMS/DIFFS OF WHOLE NUMBERS/$ AMTS	56%	55%	54%	63%	55%	-1%
19. ESTIMATE PROD/QUOT OF WHOLE NUMBERS/$ AMTS	61%	59%	59%	57%	52%	-9%
20. ESTIMATE SUMS/DIFFS OF FRACTS AND MIXED #'S	*	*	*	*	30%	*
PROBLEM SOLVING/APPLICATIONS						
21. INTERPRET GRAPHS/TABLES/CHARTS	89%	88%	88%	86%	87%	-2%
22. IDENTIFY GRAPH THAT BEST ILLUSTRATES DATA	89%	92%	92%	95%	94%	5%
23. IDENTIFY NUMBER SENTENCES FROM PROBLEMS	66%	70%	71%	69%	75%	9%
24. SOLVE 1-STEP PROBS INVOLVING WHOLE NUMBERS & $	79%	79%	80%	78%	83%	4%
25. SOLVE PROBLEMS INVOLVING MAKING CHANGE	82%	82%	82%	81%	84%	2%
26. SOLVE 1-STEP PROBLEMS INVOLVING FRACTIONS	43%	53%	53%	48%	64%	21%
27. SOLVE 2-STEP PROBS INVOLVING WHOLE NUMBERS & $	57%	56%	55%	60%	61%	4%
28. ESTIMATE REASONABLE ANSWER TO A GIVEN PROBLEM	43%	52%	52%	47%	55%	12%
29. IDENTIFY/SOLVE EXTRANEOUS INFO PROBLEMS	38%	39%	39%	41%	45%	7%
30. IDENTIFY MISSING INFO IN PROBLEM SITUATIONS	75%	75%	75%	71%	71%	-4%
31. SOLVE PROCESS PROBLEMS-DATA ORGANIZATION	63%	64%	64%	65%	66%	3%
MEASUREMENT/GEOMETRY						
32. IDENTIFY GEOMETRIC FIGURES	72%	80%	80%	83%	72%	0%
33. MEASURE/DETERMINE PERIMETERS AND AREAS	33%	38%	39%	36%	43%	10%
34. ESTIMATE LENGTHS AND AREAS	33%	38%	37%	45%	48%	15%
35. PICK APPROP METRIC/CUSTOMARY UNIT AND MEASURE	65%	62%	63%	60%	70%	5%
36. DETERMINE ELAPSED TIME	52%	53%	55%	54%	52%	0%

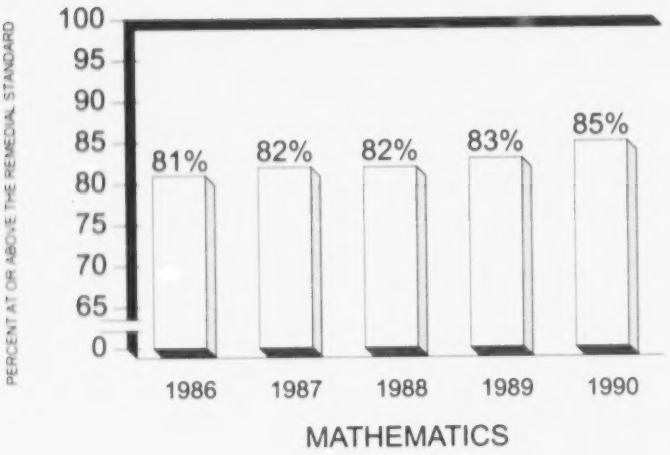
* = Objective added in 1990 assessment

** = Objective dropped in 1990 assessment

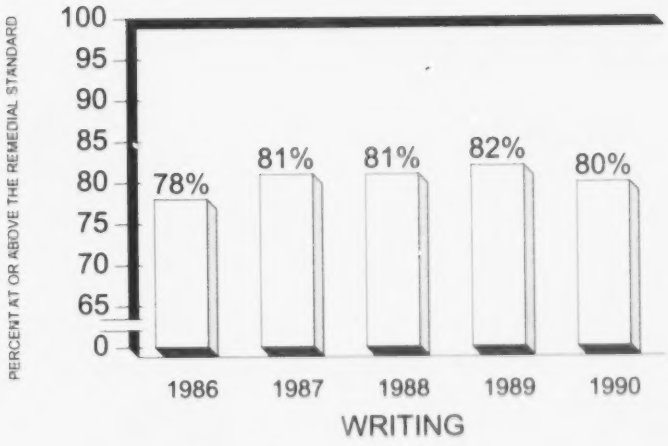
CHART 9
LANGUAGE ARTS: COMPARISON OF THE PERCENT OF STUDENTS ACHIEVING MASTERY IN EACH OBJECTIVE FOR 1986 THROUGH 1990

OBJECTIVE	PERCENT OF STUDENTS AT MASTERY					PERCENTAGE POINT GAIN FROM 1986 TO 1990
	1986	1987	1988	1989	1990	
WRITING MECHANICS						
1. CAPITALIZATION AND PUNCTUATION	71%	75%	74%	68%	60%	-11%
2. SPELLING/HOMONYMS/ABBREVIATIONS	73%	73%	72%	76%	83%	10%
3. AGREEMENT	78%	77%	77%	82%	80%	2%
4. TONE	76%	82%	82%	77%	85%	9%
STUDY SKILLS						
5. LOCATING INFORMATION	83%	79%	78%	78%	84%	1%
6. NOTETAKING AND OUTLINING	73%	75%	74%	59%	81%	8%
LISTENING COMPREHENSION						
7. LITERAL	65%	67%	66%	65%	73%	8%
8. INFERENTIAL/EVALUATIVE	65%	82%	82%	70%	73%	8%
READING COMPREHENSION						
9. LITERAL	54%	65%	65%	56%	66%	12%
10. INFERENTIAL	55%	57%	57%	55%	61%	6%
11. EVALUATIVE	56%	62%	63%	55%	62%	6%

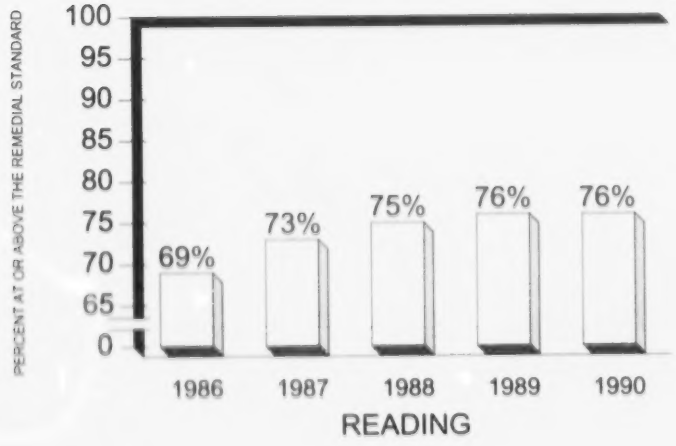
CHART 10
COMPARISON OF THE PERCENT OF STUDENTS SCORING AT OR ABOVE THE REMEDIAL STANDARD IN EACH SUBJECT AREA FOR 1986 THROUGH 1990



MATHEMATICS GROWTH SINCE 1986 4%

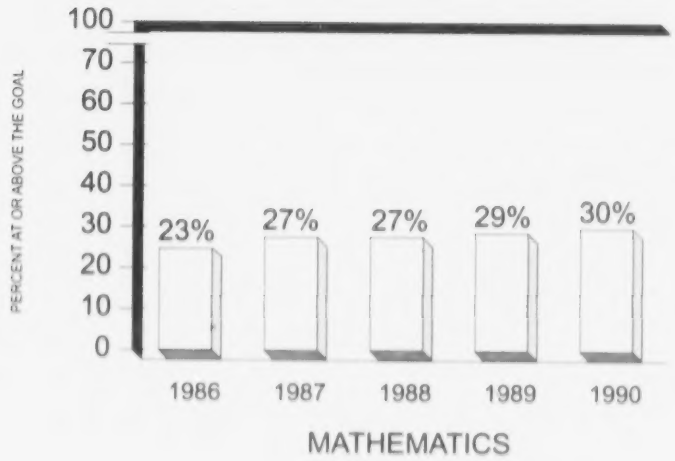


WRITING GROWTH SINCE 1986 2%



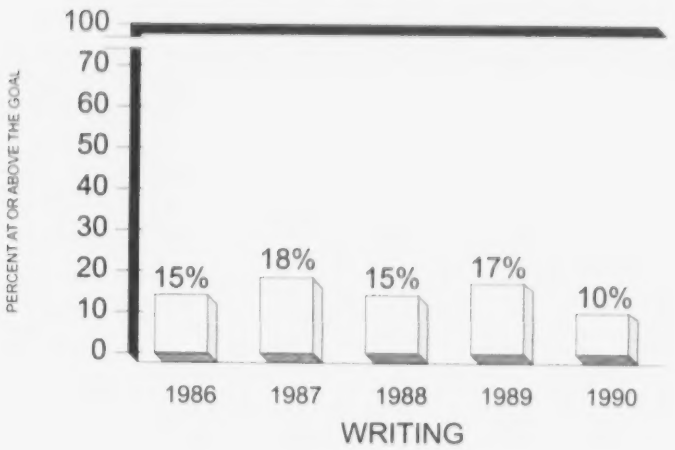
READING GROWTH SINCE 1986 7%

CHART 11
COMPARISON OF THE PERCENT OF STUDENTS SCORING AT OR ABOVE THE GOAL IN EACH SUBJECT AREA FOR 1986 THROUGH 1990



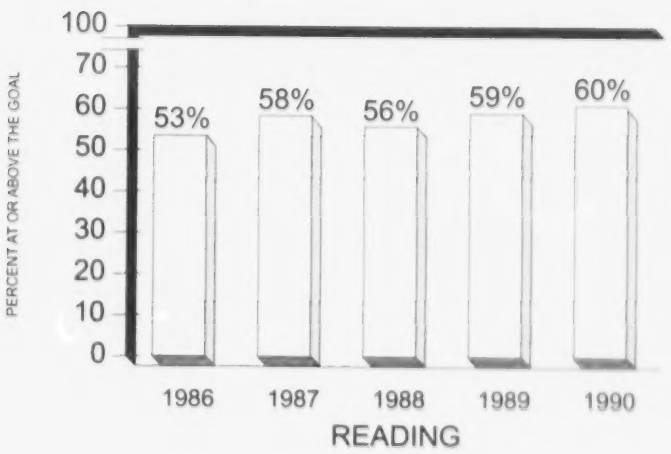
MATHEMATICS GROWTH SINCE 1986 7%

MATHEMATICS GOAL IS 31 OF 36 OBJECTIVES MASTERED



WRITING GROWTH SINCE 1986 -5%

WRITING GOAL IS 7 ON A SCALE OF 2 TO 8



READING GROWTH SINCE 1986 7%

READING GOAL IS 56 DRP UNITS WITH 75% COMPREHENSION

CHART 12
COMPARISON OF STUDENT ACHIEVEMENT IN RELATION TO THE REMEDIAL STANDARDS
1986 THROUGH 1990 ADMINISTRATIONS

	1986		1987		1988		1989		1990	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
STUDENTS AT OR ABOVE THE STANDARD:										
ON ALL THREE TESTS	16,994	56.6	17,760	60.2	19,067	62.5	19,512	62.8	20,311	62.7
ON TWO OF THE TESTS	6,451	21.5	5,896	20.0	5,922	19.4	6,036	19.4	6,357	19.6
ON ONE OF THE TESTS	4,170	13.9	3,633	12.3	3,694	12.1	3,573	11.5	3,646	11.2
ON NONE OF THE TESTS	2,435	8.1	2,222	7.5	1,838	6.0	1,951	6.3	2,097	6.5
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
STUDENTS BELOW THE STANDARD:										
ON ALL THREE TESTS	2,167	7.2	1,853	6.3	1,658	5.4	1,698	5.5	1,861	5.7
ON TWO OF THE TESTS	4,183	13.9	3,653	12.4	3,650	12.0	3,513	11.3	3,569	11.0
ON ONE OF THE TESTS	6,471	21.5	5,628	19.1	5,914	19.4	6,093	19.6	6,373	19.7
ON NONE OF THE TESTS	17,229	57.3	18,377	62.3	19,299	63.2	19,768	63.6	20,608	63.6
NUMBER OF STUDENTS TESTED	30,050		29,511		30,521		31,072		32,411	
NUMBER OF STUDENTS BELOW REMEDIAL STANDARD ON ONE OR MORE SUBTESTS (UNDUPLICATED COUNT)	12,821	42.7	11,134	37.7	11,222	36.8	11,304	36.4	11,803	36.4

Chart 10 (p. 24) compares the percent of students who scored at or above the remedial standard in mathematics, writing and reading (DRP) for 1986 through 1990. In each content area there has been a gain in the percent of students meeting the remedial standard over the five CMT administrations indicating continued movement in a positive direction. The remedial standard for mathematics is 79 out of 144 items correct. A 4 percentage point increase in performance at or above the remedial standard from 1986 (81%) to 1990 (85%) was observed. The remedial standard for writing is 4 on a scale from 2 to 8. A 2 percentage point increase in writing performance at or above the remedial standard was reported from 1986 (78%) to 1990 (80%). The remedial standard for reading (DRP) is 50 DRP units. A 7 percentage point increase in performance at or above the remedial standard was reported from 1986 (69%) to 1990 (76%).

Chart 11 (p. 25) compares the percent of students scoring at or above the statewide goals in mathematics, writing and reading from 1986 through 1990. In mathematics, the goal is 31 of 36 objectives mastered. There was a 7 percentage point increase in performance at or above the statewide goal from 1986 (23%) to 1990 (30%). In writing, the goal is 7 on a scale of 2 to 8. The percent of students scoring at or above the statewide standard decreased from 15% in 1986 to 10% in 1990. In reading (DRP) the statewide goal is 56 DRP units with 75% comprehension. There was a 7 percentage point increase in performance at or above the goal from 1986 (53%) to 1990 (60%).

Chart 12 (p. 26) is a comparison of student achievement in relation to the remedial standards from 1986 through 1990. Over the five-year period, the percent of students at or above the remedial standard on all three tests (mathematics, reading, writing) has increased from 56.6% in 1986 to 62.7% in 1990, while the percent of students below the remedial standard on all three tests has declined from 7.2% in 1986 to 5.7% in 1990. The percent of students below the remedial standard on one or more subtests has also dropped from 42.7% in 1986 to 36.4% in 1990.

Test Results by District

Appendices H, I and J address the comparison of test scores by school district. Appendix H (p. 81) and Appendix I (p. 89) present a listing of the mathematics and language arts test results, respectively, for each Connecticut school district. Appendix J (p. 97) is a listing of the percent of students meeting the statewide goals in reading (DRP), writing and mathematics for each school district. In each appendix, school districts are listed alphabetically, followed by regional school districts. The Type of Community (TOC) designation in the second column and the Education Reference Group (ERG) designation in the third column indicate the TOC and ERG groups with which each district or school has been classified. Definitions of the TOC and ERG classifications are provided in Appendix K (p. 103) and Appendix L (p. 105), respectively. TOC and ERG summaries follow the alphabetical listings of school district results in mathematics, language arts, and percent meeting the statewide goal in each content area.

The State Department of Education advises against comparing scores between and among school districts. It is more meaningful to compare district results longitudinally within each district. It is also not appropriate or meaningful to sum across the different tests and subtests for comparative purposes because of differences in test length, mastery criteria and remedial standards. These comparisons are inappropriate because it is impossible to identify, solely on the basis of this information, how the average student has performed in the districts being compared. Average scores and standard deviations provide more appropriate comparative information on how well the average student is performing, although many factors may affect the comparability of these statistics as well.

Normative Results

Normative information is provided to indicate how well the average student in Connecticut performs compared to a national sample of students. Norms have been available for the mathematics test, the language arts test and the reading comprehension test since 1987. These norms are based on links established between the CMT and the sixth edition of the Metropolitan Achievement Test (MAT-6). The norms are expressed in percentile ranks which provide estimates of group performance relative to the performance of the national MAT-6 norm group. Percentile ranks range from 1 to 99. A percentile rank of 50 represents the score that divides the norm group into two equal parts; half scoring below and half scoring above this value. Each reported percentile rank represents the performance of a nationally representative sample of students in relation to Connecticut student performance.

The following are the estimated norms for the grade six statewide averages. In the content areas of mathematics, language arts and reading comprehension (not DRP), data are provided for the 1987 through 1990 administrations.

Grade Six

	1987	1988	1989	1990
Mathematics	66	65	71	64
Language Arts	65	66	65	65
Reading Comprehension	57	58	56	58

Patterns in the data are summarized below.

- In each content area and administration year, the mean national percentile rankings of Connecticut students substantially exceed the national average (50th percentile rank).
- The norms for language arts have remained similar to one another over the four years with percentile ranks ranging from 65 to 66 in value. Reading comprehension performance continues to be lower than either mathematics or language arts when compared to a national sample, with percentile ranks ranging from 56 to 58 from 1987 to 1990.
- With the exception of mathematics increasing to 71 in 1989, the percentile ranks within each content area are quite stable across the four years, differing in value by no more than two points.

It should be pointed out that these norms provide a way to interpret the performance of the average Connecticut student relative to a national sample. They do not address the issue of how Connecticut, as a state, compares to other states. The fact that, in 1990, the average Connecticut student is at the 64th percentile in mathematics does not mean that the state as a whole would be in the 64th percentile if it were compared to other states. A state-by-state achievement testing program has been endorsed by the Council of Chief State School Officers (CCSSO) and the National Governors' Association (NGA) and is in progress using the National Assessment of Educational Progress (NAEP) Program. Connecticut participated in the 1990 trial state assessment for mathematics at grade eight. Results of this assessment are scheduled for release June 6, 1991 at a national press conference in Washington, D.C. Connecticut intends to participate in the 1992 trial state assessment in grades four and eight.

Norms Available to Districts

Mathematics, language arts and reading comprehension norms can also be provided for groups of students at the district level. Each year all districts are notified by the CMT contractor that norms for their own districts and/or schools within their districts are optionally available. In addition, districts are offered all materials and directions to hand-calculate norms for groups of students within their districts (e.g., Chapter I students). There is no charge for either of these services. Any district that requests this information receives it directly from the CMT contractor. No district receives normative information unless it is specifically requested by the superintendent. Approximately one half of Connecticut school districts has requested norms in the past.

Longitudinal Results

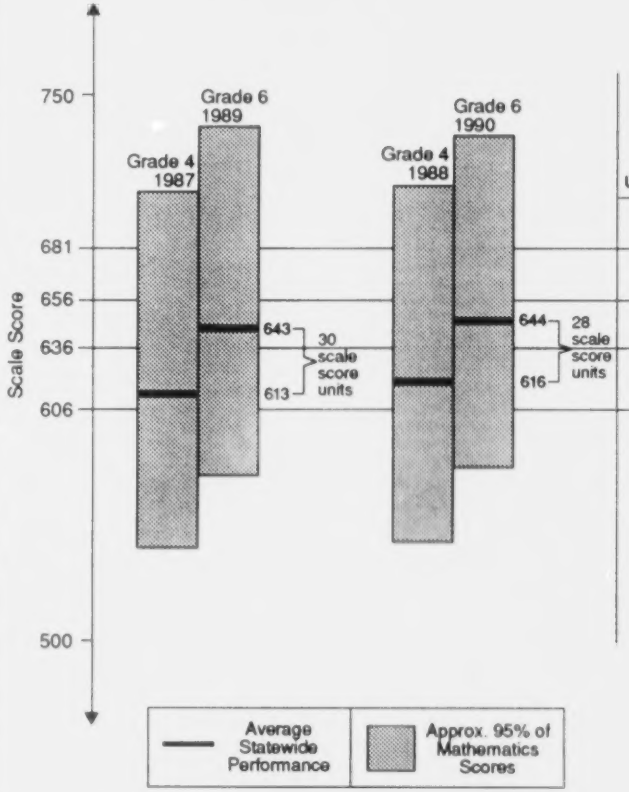
In order to interpret student performance across grade levels, vertical scales were developed in the areas of mathematics and reading comprehension. Scaled scores can be used to measure growth over time because CMT scores from all three grade levels have been placed on a common scale. These scales provide a means of monitoring students' academic progress from grade to grade. Before the scales were developed, it was difficult to assess the performance of groups of test takers as they moved from grade to grade because of differences in test length, curriculum content covered and levels of difficulty on the fourth-, sixth- and eighth-grade tests.

Since students who took the fourth-grade test in 1987 subsequently took the sixth-grade test in 1989, change in performance on the test can be assessed across two years' time for the group. Similarly, change in performance can be assessed for 1990 sixth graders who took the grade four test in 1988. Chart 13 (p.30) and Chart 14 (p.31) present overall growth in performance for these two groups of students in the content areas of mathematics and reading

CHART 13
MATHEMATICS (GRADE 4 TO GRADE 6)

Comparison of Average Statewide Mathematics Performance
Grade 4 (1987 Administration) to Grade 6 (1989 Administration) and
Grade 4 (1988 Administration) to Grade 6 (1990 Administration) Using Scale Scores

Results for 1987 Grade 4 Cohort (Class of 1996) and
1988 Grade 4 Cohort (Class of 1997)

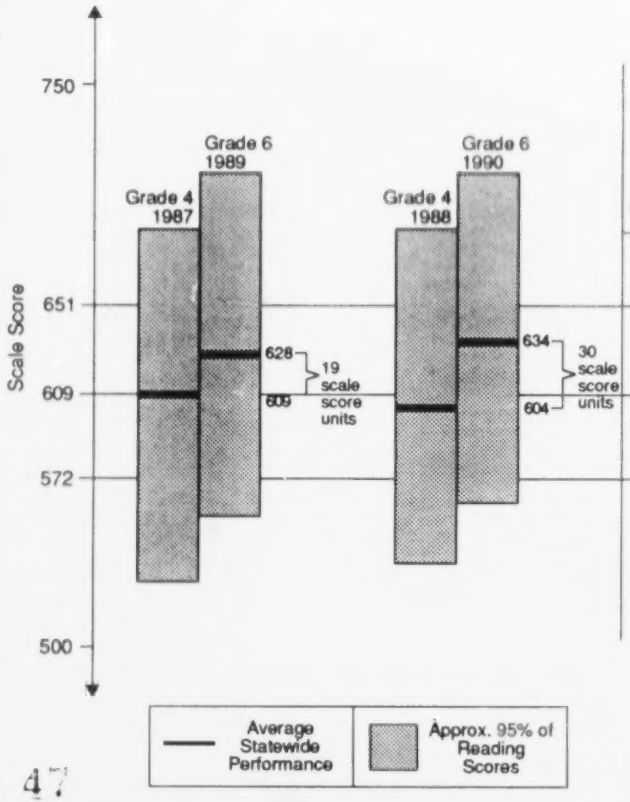


Level of Understanding	Description
Level V 681+	Strong conceptual understanding, computational ability and problem solving ability.
Level IV 656-680	Broad conceptual understanding except ordering fractions and decimals; strong computational skills except fractions; strong problem solving ability except in area of measurement.
Level III 636-655	Mastery of place value, whole numbers and decimal skills and concepts. Estimation and 1- and 2-step problem solving developing. Limited skills and understandings of fractions, percents, equivalents and measurement.
Level II 606-635	Mastery of whole number skills and place value, tables and graphs and simple 1-step word problems. Limited conceptual understanding or ability with measurement or geometry.
Level I Less than 606	Ability to handle the simplest of computational exercises and problems. Weak conceptual understanding and limited measurement skills.

CHART 14
READING COMPREHENSION (GRADE 4 TO GRADE 6)

Comparison of Average Statewide Reading Performance
Grade 4 (1987 Administration) to Grade 6 (1989 Administration) and
Grade 4 (1988 Administration) to Grade 6 (1990 Administration) Using Scale Scores

Results for 1987 Grade 4 Cohort (Class of 1996) and
1988 Grade 4 Cohort (Class of 1997)



Level of Understanding	Description
Level IV 652+	Strong ability to make inferences and predictions about ideas, purposes and patterns. Strong ability to judge the authenticity, reliability and validity of written material.
Level III 610-651	Mostly able to comprehend the literal meanings of ideas. Developing capacity to infer meanings and make critical judgments about ideas, purposes and patterns.
Level II 572-609	Some ability to select details and understand the literal meanings of ideas which are clearly stated. Very limited ability to make critical judgments about statements or make inferences about implied ideas, patterns and purposes.
Level I Less than 572	Unable to translate or understand the literal meanings of ideas which are clearly stated within a passage.

comprehension. These results show meaningful growth in both mathematics and reading comprehension for both groups of students from grade four to grade six. Chart 13, for example, shows that the average statewide performance in mathematics, for the group of students who took the fourth-grade test in 1987 and the sixth-grade test in 1989, has moved in a positive direction from Level of Understanding II to Level of Understanding III over the two-year period. While initial results are encouraging, it is still premature to draw definitive conclusions about how much growth to expect as students progress from grade to grade. Such conclusions are possible only after the program has been in effect for several years. It should be noted that each sixth-grade group differs, to some extent, from its respective fourth-grade group because some students entered, while other students exited the Connecticut public school system over the two-year period.

Participation Rate Results

Appendix M (p. 109) presents the number of sixth-grade students in each district and the percents of students who participated in the grade six mastery testing during the fall 1990 statewide administration. Appendix M also shows the percent of students exempted from CMT testing. The alphabetical listing of districts provides the following information for each district:

Column 1	The name of the district
Column 2	The total sixth-grade population at the start of mastery testing
Column 3	The number of students eligible for testing
Column 4	The percent of total population exempted from testing
Columns 5-8	The percent of eligible students tested in each content area

The results in Appendix M illustrate that participation rates by school district on the sixth-grade CMT were quite high, with only a few exceptions. However, the high percentage of students exempted from the CMT, statewide, combined with the large variation in exemption rates among districts, has raised concerns about the fair application of exemption procedures and its impact on students. The Department is currently examining the impact of the exclusion provisions on the CMT programs for Special Education and bilingual students. It is anticipated that the results from these analyses will be available in the spring of 1991.

APPENDIX A

Test Construction

Test Construction

The development of the sixth-grade criterion-referenced mastery test required the formation of seven statewide advisory committees. These included the Mathematics and Language Arts Advisory Committees, the Psychometrics Advisory Committee, the Bias Advisory Committee, the Mastery Test Implementation Advisory Committee and two standard-setting committees, one for mathematics and one for language arts. These committees were comprised of representatives from throughout the state. Members were selected for their area of expertise. Approximately 150 Connecticut educators participated on the mastery test committees which met over 80 times during the first 18 months of test development. (See Acknowledgements, p. v and p. 48.)

Beginning in the spring of 1985, content committees in both language arts and mathematics participated in each stage of the test development process, including assisting the State Department of Education in the selection of The Psychological Corporation as its test contractor. First, the content committees reviewed the curriculum materials prevalent throughout the state and the scope of the national tests in use in Connecticut at the respective grade levels. Additional resources included the Connecticut curriculum guides in mathematics and language arts, developed in 1981, as well as the results of recent Connecticut Assessment of Educational Progress (CAEP) assessments in mathematics and language arts. Next, the committees identified sets of preliminary mathematics and language arts objectives which reflected existing curriculum materials and the goals of the mastery testing program. The content committees defined an objective as an operationalized learning outcome that was fairly narrow and clearly defined.

Four criteria were used in identifying the appropriate learning outcomes or test objectives and in selecting specific test items to be included on the Grade 6 Connecticut Mastery Test (CMT). To have been considered for use, test objectives and items must have been:

(1) significant and important;
(2) developmentally appropriate;
(3) reasonable for most students to achieve; and
(4) generally representative of what is taught in Connecticut schools.

Once the objectives were identified, item specifications and/or sample items were written. Item specifications are written descriptions of the types and forms of test items that assess an objective. They also prescribe the types of answer choices that can be used with each item.

After the test specifications were written and agreed upon, the test contractor wrote items and response choices for each of the objectives. The items were then reviewed by the content committees. Items which met the criteria of the test specifications and received the approval of the content committees were considered for the pilot test. Before testing, the Bias Advisory Committee reviewed each item for potential discrimination related to gender, race, or ethnicity in the language or format of the question or response choices. Page v lists the original members of the Bias Advisory Committee although some membership changes have occurred since piloting. After their review was completed, the pilot test forms were constructed. Over 1,600 customized Connecticut items were included in the October 1985 grade six pilot test in language arts and mathematics.

The Psychometrics Advisory Committee provided advice concerning other aspects of the pilot test including the sampling design, statistical bias analysis, the design of item specifications and pilot test administration procedures. The recommendations proposed by the Psychometrics Advisory Committee were reviewed and endorsed by the Mastery Test Implementation Advisory Committee.

Pilot Tests

After the items had been reviewed, twelve test forms (six in mathematics and six in language arts) were piloted for the grade six test. The purpose of several pilot test forms was to ensure that enough test items were included to construct three comparable test forms from the pilot test results.

Over 6,000 grade six students participated in the October 1985 pilot test. In January 1986, the pilot test results were made available to Connecticut State Department of Education (CSDE) staff. The process of selecting items to construct three comparable test forms began by the Bias Advisory Committee examining the pilot test statistics of each item for potential bias. As a result, some items were eliminated from the item pool. From the remaining items, test forms were constructed to be equivalent in content and difficulty at both the objective and total test levels.

Once the items were sorted on this basis, the test contractor prepared three complete forms of the mathematics test and two complete forms of the language arts test. These forms were approved by the content committees. Each form was created to be equal in difficulty and test length. A third language arts test was constructed after a few additional items were piloted as part of a later test administration. The psychometric procedures used to construct these test forms focus primarily on the use of the one-parameter item response model.

Survey

In October 1985, a survey of preliminary grade six mastery test objectives was sent to over 4,000 Connecticut educators. The purpose of the survey was to determine (1) the importance of the proposed mathematics and reading/language arts objectives and (2) whether the objectives were taught prior to the beginning of grade six. Approximately a 45% response rate was achieved which included approximately one-third of the respondents representing urban school districts. Thirty-six of the original thirty-nine mathematics objectives were judged to be important learning skills.

APPENDIX B

Grade Six Mathematics Objectives

Grade Six Mathematics Objectives

The 36 objectives of the sixth-grade mathematics test are listed below. There are four test items for each objective. The number of items in each domain is indicated in the parentheses.

CONCEPTUAL UNDERSTANDINGS (44)

1. Order whole numbers less than one hundred thousand
2. Identify the value of a digit in whole numbers less than one hundred thousand and rewrite whole numbers using expanded notation
3. Rename whole numbers by regrouping 1,000's, 100's, 10's and 1's
4. Round whole numbers less than one hundred thousand to the nearest 1,000, 100 and 10
5. Multiply and divide multiples of 10 and 100 by 10 and 100
6. Identify equivalent fractions and mixed numbers using pictures
7. Identify equivalent fractions and mixed numbers
8. Convert between mixed numbers and improper fractions
9. Identify decimals (.01 to 2.99) from pictorial representations
10. Extend patterns involving numbers and attributes
11. Identify an appropriate procedure for making estimates for whole number computations

COMPUTATIONAL SKILLS (36)

12. Add and subtract 2-, 3- and 4-digit whole numbers and money amounts less than $100.00
13. Know multiplication and division facts
14. Multiply 2- and 3-digit whole numbers and money amounts less than $100.00 by 1-digit numbers
15. Divide 2- and 3-digit whole numbers by 1-digit numbers
16. Add and subtract fractions and mixed numbers with like denominators (without regrouping mixed numbers)
17. Find fractional parts of whole numbers
18. Estimate sums and differences of whole numbers and money amounts
19. Estimate products and quotients of whole numbers and money amounts (1-digit factor and 1-digit, whole number divisor)
20. Estimate sums and differences of fractions and mixed numbers

PROBLEM SOLVING/APPLICATIONS (44)

21. Interpret graphs, tables and charts
22. Identify the graph that best illustrates given data
23. Identify number sentences from problems
24. Solve 1-step problems involving whole numbers and money amounts
25. Solve problems involving making change
26. Solve 1-step problems involving fractions
27. Solve 2-step problems involving whole numbers and money amounts
28. Estimate a reasonable answer to a given problem
29. Identify extraneous information in problems and solve problems with extraneous information
30. Identify needed information in problem situations
31. Solve process problems involving the organization of data

MEASUREMENT/GEOMETRY (20)

32. Identify geometric figures
33. Measure/determine perimeters and areas
34. Estimate lengths and areas
35. Select appropriate metric or customary units and measures
36. Determine elapsed time

Performance on all 36 math objectives is reported at the student, classroom, school, district and state levels.

APPENDIX C

Grade Six Language Arts Objectives

Grade Six Language Arts Objectives

There are eleven multiple-choice objectives and two holistic measures, one for reading and one for writing, within the sixth-grade language arts test. The number of items for each content area or objective is indicated in the parentheses.

WRITING MECHANICS (40)

1. Capitalization and Punctuation (12)
2. Spelling (9)
3. Agreement (15)
4. Tone (4)

STUDY SKILLS (16)

5. Locating Information (11)
6. Note-taking and Outlining (5)

LISTENING COMPREHENSION (20)

7. Literal (6)
8. Inferential and Evaluative (14)

READING COMPREHENSION (36)

9. Literal (8)
10. Inferential (14)
11. Evaluative (14)

DEGREES OF READING POWER (77)

WRITING SAMPLE (1)

Holistic scoring is provided for all students. Analytic scoring is provided for students who score at or below the remedial standard of 4 (on a scale of 2-8).

Performance on all eleven Language Arts objectives, the Degrees of Reading Power and the Writing Sample is reported at the student, classroom, school, district and state levels.

APPENDIX D

Remedial (Grant) Standard-Setting Process

and

Standard-Setting Committees

Remedial (Grant) Standard-Setting Process

Background

There are several acceptable strategies for setting standards on criterion-referenced tests. Each of the proposed methods has one or more unique characteristics. One common element to the various methods is that they all offer to the individuals who are setting the standards some process which reduces the arbitrariness of the resulting standard. Different methods accomplish this in different ways. All methods systematize the standard-setting process so that the result accurately reflects the collective informed judgment of those setting the standard.

Types of Standard-Setting Methods

Standard-setting methods can generally be categorized into three types: test question review, individual performance review and group performance review. Test question review methods specify a procedure for standard setters to examine each test question and make a judgment about that question. For example, standard setters might be asked to rate the difficulty or the importance of each question. These judgments are numerically scaled and then combined mathematically to produce a standard. Individual performance review methods also require standard setters to make judgments, but the judgments are made on the basis of examining data that indicate how well individual students perform on test items. These data may be based on actual pilot test results or projected results using mathematical theories. In this method, additional student information, such as grades, may also be used to inform the standard setters. Group performance review methods provide for judgments to be made based on the performance of a reference group of students. That is, standard setters review the group performance and make a determination where the standard should be set based on the group results.

Selection of a Standard-Setting Method

Several factors affect the choice of a particular standard-setting method. The type of test is one consideration. For example, some methods are only appropriate for multiple-choice questions or for single correct answer questions while other methods are more flexible. For instance, time constraints are a consideration if student performance data are necessary. In this case, a pilot test must be conducted and the test results must be analyzed prior to setting the standards. Another consideration is the relative importance of the decisions that will be made on the basis of the standard. For example, a classroom test affecting only a few students would not require as stringent a procedure as would a statewide test determining whether a student is allowed to graduate from high school. Other relevant factors include the number of test items, permanence of the standard, purpose of the test and the extent of available financial and other resources to support the standard-setting process.

On February 4, 1985, the Mastery Test Psychometrics Advisory Committee met to consider the issue of standard-setting procedures and voted unanimously to approve the following proposal.

A PROPOSAL FOR SETTING THE REMEDIAL STANDARDS ON THE CONNECTICUT MASTERY TESTS

1. Two standard-setting committees will be created: one for mathematics and one for reading and writing.

2. This description of a minimally proficient student will be given to each of the committees:

> Imagine a student who is just proficient enough in reading, writing and mathematics to successfully participate in his/her regular sixth-grade coursework.

3a. In mathematics, an adaptation of the Angoff procedure will be used. The committee will be provided with each item appearing on one form of the mathematics test. The committee will be given the following directions:

> Consider a group of 100 of these students who are just proficient enough to be successful in regular sixth-grade coursework. How many of them would be expected to correctly answer each of the questions?

The committee will rate each item. The committee will then be given the opportunity to discuss their rating of each item. Sample pilot data will be presented. Committee members will be given the opportunity to adjust their item ratings. The item ratings will then be averaged in accordance with the Angoff procedure in order to produce a recommended test standard.

b. In reading, the committee will review and discuss each passage of the Degrees of Reading Power (DRP) test. Student performance data will be presented. The committee will consider the reading difficulty that should be expected of a student at the grade level being tested. The committee members will identify the passage that has the appropriate level of reading difficulty consistent with the above description of a minimally proficient student.

c. In writing, the committee will read four sample essays. These essays will have been prescored holistically (on a scale from 2 to 8) in order to rank the quality of the essays. Committee members will classify essays into one of three categories: 1) definitely <u>NOT</u> proficient, 2) borderline and 3) definitely proficient. These classifications will be discussed in light of the holistic scores. The committee will then classify approximately twenty-five additional essays. The essay ratings will be discussed in the same manner as the original four essays. When all essays have been discussed, the essays which fell in the borderline category will be focused upon to determine the standard. The committee will determine where, among the borderline essays, the standard should be established.

4. The standards recommended in step 3 will be presented to the Mastery Test Implementation Advisory Committee for discussion and action.

Connecticut's Strategy

Several steps were employed to create an acceptable and valid test standard for Connecticut tests. Initially, a separate standard-setting committee was convened for each test on which standards were to be set. Individuals were chosen to serve as members on the committee on the basis of their familiarity with the area being assessed and the nature of the examinees. One source of such members was the test content committees related to the project. For example, members of the Mathematics Advisory Committee were represented on the committee setting standards for the mathematics mastery test.

The actual procedures used to set standards were an adaptation of a method proposed by William Angoff (1970). This test question review method required members of a standard-setting committee to estimate the probability that a question would be correctly answered by examinees who possess no more than the minimally acceptable knowledge or skill in the areas being assessed. Standard setters then reviewed pilot test data for sample items as further evidence of the appropriateness of the judgments being made. The original probability estimates assigned to each test question were reviewed and adjustments made by the standard setters. The final individual item probabilities were summed to yield a suggested test standard for each member of the committee. The suggested standards were averaged across members of the committee to produce the recommended test standard.

The recommended test standard was presented to the Mastery Test Implementation Advisory Committee and the State Board of Education.

In mid-March, Mathematics and Language Arts Standard-Setting Committees met to set the remedial standards for the Grade 6 Mastery Test. The following information summarized the results of the standard-setting activities conducted by CSDE staff:

I. Mathematics (144-item test)

Using the procedures previously outlined, the standard setters rated each item and considered the pilot data. Committee members discussed items and were given the opportunity to adjust their initial ratings. The final ratings were averaged to produce a remedial standard. It was recommended that a raw score of 79 be the remedial mathematics standard. Below is a summary of the ratings.

Procedure	# Judges	Range %	Mean % Correct	Raw Score
Angoff	20	35-62	55	79

II. Reading (Degrees of Reading Power, 77-item test)

Standard setters used two procedures to establish a remedial reading standard. First, they examined the passages in the Degrees of Reading Power (DRP) test, asking themselves which passage is too difficult for the student who is just proficient enough to successfully participate in sixth-grade coursework. Discussion occurred throughout this selection process.

Second, they examined textbooks which are typically used in grades five and six and selected those textbooks which a minimally proficient student would not be expected to read in order to successfully participate in sixth-grade coursework. Discussion occurred throughout this selection process.

The average readability values of the selected passages and textbooks and the pilot test data were then revealed to the standard setters. The standard setters discussed the readability values and the pilot test data and recommended the DRP unit score of 50 as the remedial standard. This standard was accepted by the State Board of Education at the 75% comprehension level. Below is a summary of the ratings.

Procedure	# Judges	Readability Range	Recommended Remedial Standard
A. Test Passage Review	25	49-56 DRP Units	50 DRP Units
B. Textbook Review	25	47-59 DRP Units	

III. Writing (45-minute writing sample)

Using the procedure previously outlined, standard setters read and rated 21 essays written to a narrative prompt and 21 essays written to an expository prompt. After discussions and final ratings, the holistic scores for the papers were revealed to the group. The committee then discussed the appropriate remedial writing standard in light of the degree to which their ratings matched the holistic scores. It was the recommendation of the committee that a holistic writing score of 4 be used as the remedial writing standard. Below is a summary of the ratings.

NARRATIVE PROMPT
Rating After Discussion

Holistic Score	Definitely NOT Proficient	Borderline	Definitely Proficient
2	100%	0%	0%
3	72%	0%	28%
4	9%	0%	91%
5	0%	0%	100%
6	4%	0%	96%
7	1%	0%	99%
8	0%	0%	100%

EXPOSITORY PROMPT
Rating After Discussion

Holistic Score	Definitely NOT Proficient	Borderline	Definitely Proficient
2	100%	0%	0%
3	100%	0%	0%
4	16%	0%	84%
5	6%	0%	94%
6	0%	0%	100%
7	0%	0%	100%
8	0%	0%	100%

Standard-Setting Committees

LANGUAGE ARTS STANDARD-SETTING COMMITTEE

Cheryl Anderson, Thompson Public Schools
Roberta Bellows, Trumbull Public Schools
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Evelyn Burnham, Region School District No. 7
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Marguerite Fuller, Bridgeport Public Schools
Nina Grecenko, Newtown Public Schools
John Hennelly, Old Saybrook Public Schools
David Johnson, Thompson Public Schools
Robert Kinder, CT State Department of Education
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APPENDIX E

Grade Six Overview of Holistic Scoring

and

Marker Papers for Holistic Scoring

An Overview of Holistic Scoring

Description of the Method

Holistic scoring involves judging a writing sample for its total effect. The scorer makes an overall evaluation taking into account all characteristics which distinguish good writing. No one feature (such as spelling, rhetoric, or organization) should be weighted to the exclusion of all other features. Contributing to the rationale underlying holistic scoring is evidence that:

- no aspect of writing can be judged independently and result in an overall score of quality;
- teachers can recognize and concur upon good writing samples; and
- teachers tend to rank entire pieces of writing in the same way, regardless of the importance they might attach to the particular components of writing.

The scoring scale for holistic scoring is determined by the quality of the specific samples being evaluated. That is, the success of a particular response is determined in relationship to the range of ability reflected in the set of writing samples being assessed.

Preparation for Scoring

Prior to the training/scoring sessions, a committee consisting of Connecticut State Department of Education (CSDE) consultants, representatives of the Language Arts Advisory Committee and other language arts specialists from throughout the state, two chief readers and a project director from Measurement Inc. of Durham, North Carolina, and a reading specialist from The Psychological Corporation met and read a substantial number of essays drawn from the total pool of essays to be scored. Approximately 60 essays were selected to serve as "range-finders" or "marker papers" representing the range of achievement demonstrated in the total set of papers. Copies of those range-finders served as training papers during the scoring workshops which followed. Each range-finder paper was assigned a score according to a four-point scale, where 1 represented a poor paper and 4 represented a superior paper.

Scoring Workshops

During the month of November, several holistic scoring workshops were held in various locations throughout the state. Attendance at the grade six scoring workshops totaled 262 teachers. A chief reader and two assistants were present at every workshop in addition to representatives of the CSDE. Each workshop consisted of a training session and a scoring session.

Training and Qualifying

- All teachers were shown approximately fourteen range-finder papers. The chief reader discussed each paper and explained the reason why each received its score.

- All teachers were given a six-paper practice set. They scored the papers independently and recorded the scores on their papers. When all teachers were finished, the chief reader discussed each paper and explained why each received its score.

- All teachers were given a nine-paper training set. They scored the papers independently, based on an overall impression, and recorded their scores on a monitor sheet as well as on their papers. As they finished reading and scoring, they brought the monitor sheet to the team leader who checked the scores. When all teachers were finished and all monitor sheets were checked, the chief reader discussed the nine-paper set.

- Regardless of whether or not they qualified on the first training set, all teachers were then given another nine-paper training set. They scored the papers and had the monitor sheets checked. Set Two was not discussed, except with non-qualifiers.

- Teachers were considered qualified if they scored six or more papers correctly on either set. Teachers who met the standard began scoring live papers after Set Two.

- If any teacher did not qualify, they received additional training by one of the team leaders or by the chief reader away from the scoring room. They had two more opportunities to qualify. Any teacher who failed to qualify would have been excused from the project and paid for one day.

The Scoring Session

Once scorers qualified, actual scoring of the writing exercises began according to the steps outlined below:

- Scorers read each paper once carefully but quickly and designated a score. Again, the score reflected the scorer's overall impression of the response as it corresponded with the features of written composition which were internalized during the training process.

- Each paper was read and scored by a second scorer independently of the first, that is, without seeing the score assigned by the first reader. The chief reader had the responsibility of adjudicating any disagreement of more than one point between the judgments of the first two scorers. In other words, adjacent scores (i.e., awarded scores of 4 and 3, 1 and 2, 2 and 3) were acceptable, but larger discrepancies (i.e., scores of 2 and 4, 3 and 1, 1 and 4) were resolved by the chief reader. In general, with successful training, the occurrence of large score discrepancies is rare.

- The two scores for each paper were <u>added</u> to produce the final score for each student, resulting in scores between 2 and 8.

Understanding the Holistic Scores

Examples of actual student papers which are representative of the scoring range will assist the reader in understanding the statewide standard set for writing and interpreting the test results. Sample papers representing four different holistic scores are presented on the following pages. Note that the process of summing the scores assigned by the two readers expands the scoring scale to account for "borderline" papers. A paper which receives a 4 from both scorers (for a total score of 8) is likely to be better than a paper to which one reader assigns a 4 and another reader assigns a 3 (for a total score of 7). In addition, it should be emphasized that each of the score points represents a range of student papers--some 4 papers are better than others.

A score of Not Scorable (NS) was assigned to student papers in certain cases. A score of NS indicates that the student's writing skills remain to be assessed. The cases in which a score of NS was assigned were as follows:

- responses merely repeated the assignment;
- illegible responses;
- responses in languages other than English;
- responses that failed to address the assigned topic in any way; and
- responses that were too brief to score accurately, but which demonstrated no signs of serious writing problems (for example, a response by a student who wrote the essay first on scratch paper and who failed to get very much of it copied).

Both readers had to agree that a paper deserved a NS before this score was assigned. If the two readers disagreed, the chief reader arbitrated the discrepancy. Papers which were assigned a score of NS were not included in summary reports of test results.

Summary Comments

The fact that standards must be maintained and reinforced throughout a scoring session cannot be overemphasized. Holistic scoring depends for its usefulness on consistency of scoring among all scorers throughout the sessions.

WRITING ASSIGNMENT
Grade Six
Form D

Suppose that your friends tell you all about the favorite places they go when they want to be alone. They ask you where your favorite place to be alone is. It could be a place in the park, a room in your home, or even somewhere in school. Your friends want to know why you like that place.

- o Choose your favorite place to go when you want to be alone.
- o Think about why you like that place better than other places.
- o Write a composition telling why you chose your special place to be alone.

CONNECTICUT MASTERY TEST WRITING SAMPLE

One day three friends and I went to the park. As we were playing we saw a little girl, she was all alone by a tree. We went next to her, an ask asked "Why are you all alone?" She said "This is my favorite place to be alone. Then she said "What's your favorite place to be alone?" Then there was silence for about ten minutes. So finally I had an idea, Why don't all five of us write a composition about are favorite place to be alone.

It took me two days to write my composition. When I finally finished, I called my friends on the phone, and they were all finished with their composition. I told them to meet me at the park in fifteen minutes. When all of us reached at the park we asked Lora to go first. She said her favorite place to be alone is at her dad's house because, he's always working. Jennifer said her favorite place to be alone is the park, because it's quiet. Lisa said her favorite place to be alone is her clubhouse because no one's allowed in. I said my favorite place to be alone is my room, because it's a nice place quiet enough to write a composition.

Score Point: 1

This is a well-written narrative response which does not focus sufficiently on the assigned task. More reasons or more elaboration on "my room" would enable this writer to achieve a higher score.

Page 6

CONNECTICUT MASTERY TEST WRITING SAMPLE

My favorite place in New York be cause it is fun and good it is better then New Haven and I go vist my mother there and I staye for Fri., sat., and sun. and come Home on Sunday night then go to School the next monningand Three weeks later I go back to her House and Stay for three more days.

Score Point: 1

This writer has chosen a favorite place and provided a few reasons, (fun and good, it is better than New Haven), but these details are sketchy and vague. In addition, the response drifts off into a brief story.

Page 6

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When I want to be alone I go to a park. When I go to a park it cheers me up and I can think things over from what had happen at my house. I like parks better than other places because parks arn't as loud as other places are. Well its my opinoun that some parks are not loud. Parks cheer me up because I swing on the swings and they help me think things over. Sometimes I go to parks by myself but not to think things over. I go to parks just to play on the slides, swings, climb the trees. Parks can help your ~~stay~~ away from trouble. Trouble isn't a good thing to get into at your house you can get into a fight with your brother or your sister. Parks in my opinoun can help me cheer up from what goes on between me and my brother. When you go to the park to get a rest from your mom and lets say she didn't know where you were. Would she be worried about you if she didn't know you were at the park? I think your or my my would call the cops to look for her or his kid at the

park or any where she thinks you had gone. Some parks can be safe for you to go and think about your problem at home that you had with a brother or a sister. Then some can be unsafe because some one can kidnap you. In my opinoun parks are safe to me. I say parks are the best because they are strong for pepole to sit on the swings and will not be broken. Lets say you went to the park by your self and you had a very serious problem you wanted somebody to talk to so they can cher you up and it was your best friend and you havent seen her or him in a very long time it felt like you havent seen him in sentrys. When you found and seen your friend you cheered up and you forgotten all about your problem and then you went home and told your mom and we went inside my room with each other and played with your toys and had a lot of fun together. Then you asked your mom if you can go over her house

and play with her toys and go to the park a play on the slide with eachother and played on the swings and had fun.

Score Point: 2

This is a lengthy response with ample details, specificity and elaboration. It is characterized, however, by rambling and disorganization. In addition, the writer drifts from the assigned task in places. Overall, the paper is not controlled adequately to receive a higher score.

My Favorite Place To Be

By Charol Sept. 24, 1990

My favorite place to be is at home in my room. My room is better because its clean, organized, and quite. Therefore I can consintrat on what I'm doing I don't have to worry about being disterbed.

I picked this place because its my room. Cus my room I can relax and feel comable. Athough its crowed its like part of home to me.

Score Point: 2

This writer provides several pieces of information about a favorite place, as well as some elaboration: "Therefore I can consintrat..." Although the paper is organized, following the format suggested by the prompt, more elaboration is needed for a higher score.

I think my treehouse is the best because it is a good hide-out. It's spacious, made of strong wood so it won't break down, and it's fun to be in. My treehouse also makes a good camp out. But one reason I like it so much is because no one knows about it but me and my father.

I like it because it has lots of room to walk around and think or even play. It makes great place to hide when my friends and I play hide and go seek because it's hidden by leaves and branches of the same color. Sometimes at night I like to camp out in there because it's warm and cozy.

It is special to me because my father made it for me when I was 8 years old. Also it makes a great place to be alone. It's also very fun and no one knows about it but me. Plus it holds lots of secrets like my pet hampster or old sports magazines that my brother gave to me.

My treehouse looks like a secret fortress. It's brown and green because my dad made it of wood and the leaves rub against it when the wind blows. It also has a secret ladder that you can barly see. But the best reason I like it is because it is all mine.

So you see why I like my treehouse. It's spacious, secret, hidden, and it's all mine. And not one person knows but me. Not even my mom knows. And think my dad forgot. My brother, he thinks I'm stupid because he thinks out riding, what an ofe.

Sometimes when I go out I can't even find it, it's covered by the leaves

Score Point: 3

This writer has given many specific reasons for choosing the tree house as a favorite place, but only some of them are elaborated. In addition, the response is not strongly organized. Ideas within paragraphs are not logically connected.

Favorite Place

My favorite place is my room. Why?! Because it has my personal belongings, and I know it's my own. My room is about the size of a normal kids room. One of my favorite pick racks is my Sony Radio. It special to me because when I am down and mad, sad,... well ...GROUNDED, it's tunes makes me feel well again. Another reason why my favorite place is my room is, the games. Games make me feel good about myself, when I win one. Some of my favorites are, Monopoly, Twister, and Boggle. Altogether I have about 13 board games. There is a draw in my room where I my special things. For instance, awards, money, and much more.

So as you can see my room is very, very special to me. Maybe your's is special to, but I know mine will always be my favorit place to be.

My room is better than other places because I'm the boss. No tells me what

to do, except sometimes my mom, I only invite who I want in my room. If I want to be by myself I can always come to my room. It is the best hideaway.

Score Point: 3

This response contains only two reasons for choosing the favorite place. The first reason (...it has my personal belongings) is well developed, giving three specific items and why they are special. The second reason (it is my own) is nicely elaborated.

CONNECTICUT MASTERY TEST WRITING SAMPLE

My favorite Place

My favorite place is my loft. At first I thought I really didn't have a secret place But it turns out I do.

My loft is so secretive. Its high of the ground with a ladder to exchit. It has a Cushiney rug, and inserved walls, a bean bag chair to imagine in and some games, Books, and Pillows.

Sometimes when I am mad I go up there and some how it takes away the Pain. When its to noisey down Stairs I shut my self in my loft and hear nothing, not even my Brothers music Blasting. I go up there and open the windows and hear a Bird Chirping.

When Friends stay over to sleep, we roll out the sleeping Bags up there and stay up giggling the wingle nigh, since No one can hear us.

I like to go up there and read in my Bean Bag Chair. It's so fealful and quiet and warm. I like writing up there It makes me think abo- wonderful things.

Page 6

My loft is so nice, I Find My Brothes up there reading, doing their home works, or listening to my sterio. I even Find my Cat sitting in the Bean Bag Chair.

In the winter I Smell My Mom Baking cookies, cakes, and all sorts of goodies. It Smells so nice and cozy. Sometimes my mom puts some kind of erb on the wood burning stove and the smell is wonderfleygood, the Smell fills up My loft and I just sit there drenging it in.

I guess thats why I love my loft so much.

Score Point: 4

This response contains many reasons why the writer chose the loft as a favorite place. All of the reasons are elaborated with clear, specific detail. The "smell" section is nicely developed.

Page 7

-60-

73

80

My favorite place

My favorite place that I like to go to be alone is the woods by my house. I like this place because it's quiet and calm. I can think as I watch the river flow gently. My favorite place is big and I can relax and let all my anger or fear just float away and feel happy again. I could stay there all day and enjoy all the flowers, birds, and trees with no one to bother me. My favorite place has many paths to walk on and think about your problem. I also have fun at my favorite place riding my bike and climbing rocks. I also have fun feeding birds all this makes me feel good and forget about my problem or fear and makes me think about how to solve it calmly and peacefully. I like my place for those good qualities but also enjoy fishing and swimming and having a picnic lunch their. My favorite activity there is doing homework there. It's fun and psychologicly easier to do there. I also like making a dam in the little river. Whenever I'm lonely, scared, or angered I can only come to this spot because it just makes me feel happy instead of frustrated and that's just what I like about this place.

Score Point: 4

This fluent thematic response is unified by the writer's ability to communicate feelings. The reasons given are woven into the imagery ("...let all my anger or fear just float away...").

Page 6

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APPENDIX F

Grade Six Analytic Rating Guide

and

Marker Papers for Analytic Scoring

Grade Six Analytic Rating Guide

FOCUS: How effectively does the writer unify the paper by a dominant topic?

1 = switches and/or drifts frequently from the dominant topic

2 = switches and/or drifts somewhat from the dominant topic

3 = stays on topic throughout the response

ORGANIZATION: Is there a plan that clearly governs the sequence from the beginning to the end of the response, and is the plan effectively signaled?

1 = no discernible plan

2 = inferable plan and/or discernible sequence; some signals may be present

3 = controlled, logical sequence with a clear plan

SUPPORT/ELABORATION: To what extent is the narrative developed by details that describe and explain the narrative elements (character, action and setting)?

1 = vague or sketchy details that add little to the clarity of the response or specific details but too few to be called list-like

2 = details that are clear and specific but are list-like, or uneven, or not developed

3 = somewhat-developed details that enhance the clarity of the response

CONVENTIONS: To what extent does the student use the conventions of standard written English (e.g., sentence formation, spelling, usage, capitalization, punctuation)?

1 = many errors

2 = some errors

3 = few errors

CONNECTICUT MASTERY TEST WRITING SAMPLE

My favorite place

My favorite place is my room because it is quiet and has some teackneaks about it. The things that make it speacial are the way I deckerated it. It has so much licht to see and it is worm when I get cozd in the winter time. when I go at home from school I go to my room it is exciting because I am redoing my room little by little. When I go in to my room I feel that I am going into a different world and all the bad thing I think about go away. When I do something bad and my mom sends me to my room I start not to feel bad because I look around my room and turn on my radio. Then I get out a game and play by my self in to my room says I can come out. The egsuit thing about it are my searceret but I will tell you some of them. The pictures, the things I collect, the thing that make me happy to be in my room.

FOCUS = 3
ORGANIZATION = 2
SUPPORT/ELABORATION = 2
CONVENTIONS = 1

CONNECTICUT MASTERY TEST WRITING SAMPLE

My favorit place is New York
Because no one can bother me there are tell me what to do.
And tell me what to buy And what to wear.
My mother is always saying I did something.
She never tells my brother to do anything but
I always has to work.
that is not fear at all he allways gets his way but I never get my way
because I'm the oldest child my three years old sister never gets her
way either.
New York may be noise but no one can bother me there.

The end! ♡

FOCUS = 1
ORGANIZATION = 2
SUPPORT/ELABORATION = 2
CONVENTIONS = 1

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My Favorite Place

One day my friends asked me where my favorite place to be alone was. I told my friends that my favorite place was at a Japanese Bookstore. They asked me why.

So I told them why it was my favorite place to be alone. I said the reason the Japanese Bookstore is my favorit place to be alone was that it's very quite like if somebody had just died and nobody can shout at me so I can consentrate reading books. The last reason is that my favorite things to do is to read

Then they asked me how it was special to me. So I told them that when I am at home they make me want to do something that I don't like. and in my room I can't do any thing fur.

Now my friends know where my favorite place to be alone.

THE END

FOCUS = 3
ORGANIZATION = 3
SUPPORT/ELABORATION = 2
CONVENTIONS = 3

My favorite place in New York be cause it is fun and good it is better then New Haven and I go vist my mother there and I staye for Fri. Sat., and sun. and come Home on Sunday night then go to School the next morningand Three weeks later I go back to her House and Stay for three more days.

FOCUS = 2
ORGANIZATION = 3
SUPPORT/ELABORATION = 1
CONVENTIONS = 1

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APPENDIX G

Sample Grade Six Mastery Test Score Reports

- o Class Diagnostic Report
  - Mathematics
- o School by Class Report
  - Mathematics
- o District by School Report
  - Mathematics
- o Class Diagnostic Report
  - Language Arts
- o School by Class Report
  - Language Arts
- o District by School Report
  - Language Arts
- o Parent/Student Diagnostic Report

CONNECTICUT MASTERY TESTING PROGRAM

CLASS DIAGNOSTIC REPORT

MATHEMATICS PART 1 OF 2

THE PSYCHOLOGICAL CORPORATION

TEACHER: BT
GROUP CODE: 25971
SCHOOL: B
SCHOOL CODE:
DISTRICT: B DISTRICT
DISTRICT CODE:

TEST DATE: 10/90

NUMBER OF STUDENTS TESTED: 30

NUMBER OF STUDENTS NEEDING FURTHER DIAGNOSIS IN MATHEMATICS : 11

GRADE: 06 FORM: D

OBJECTIVES	MASTERY CRITERIA # OF ITEMS CORRECT	DHAYNE	MARCEL	SHAHEER	MICHELL	YESENIA	CHRISTO	TERESA	MERVIN	DARRYL	DANNY	KASIHA	TAJ	KEVIN	NAKEISH	ROBERT	JOHN	JOSE	JIMMY	NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE CLASS #/%	SCHOOL #/%	DISTRICT #/%
CONCEPTUAL UNDERSTANDINGS																						
1. Order whole numbers less than 100,000	3 of 4	1	4	4	4	1	3	3	3	4	4	4	4	2	4	4	3	3	4	24/ 80	125/ 84	1281/ 89
2. Id place value and use expanded notation	3 of 4	2	3	3	2	3	3	4	2	3	4	1	3	4	3	3	4	3	4	23/ 77	112/ 76	1119/ 78
3. Rename whole numbers by regrouping	3 of 4	2	2	3	0	1	2	1	1	1	1	1	1	0	1	2	1	1	1	2/ 7	18/ 12	221/ 15
4. Round whole numbers	3 of 4	2	2	2	3	3	2	1	2	4	4	2	4	1	4	3	3	3	4	16/ 53	69/ 47	695/ 48
5. Multiply/divide numbers by 10 and 100	3 of 4	2	2	4	4	2	3	4	4	2	4	1	4	3	4	4	3	4	4	23/ 77	94/ 64	945/ 66
6. Identify equiv fractions using pictures	3 of 4	2	0	3	0	1	1	1	0	2	0	1	2	0	2	1	1	1	0	3/ 10	16/ 11	346/ 24
7. Identify equiv fractions/mixed numbers	3 of 4	3	1	3	2	4	2	3	0	0	3	0	2	2	0	2	4	4	4	12/ 40	50/ 34	567/ 39
8. Convert mixed numbers/improper fractions	3 of 4	3	2	1	1	2	1	0	0	1	2	2	2	1	0	1	0	2	1	1/ 3	5/ 3	290/ 20
9. Identify decimals from pictures	3 of 4	3	1	2	2	2	1	0	1	2	0	0	3	1	0	1	1	1	1	5/ 17	32/ 22	457/ 32
10. Extend number/attribute patterns	3 of 4	4	4	3	3	4	2	3	4	4	4	3	4	2	4	2	4	4	4	24/ 80	120/ 81	1204/ 83
11. Identify procedure for making estimates	3 of 4	4	4	3	2	4	2	1	4	4	2	2	3	1	2	2	2	4	3	13/ 43	82/ 55	833/ 58
COMPUTATIONAL SKILLS																						
12. Add/sub whole numbers and money amounts	3 of 4	3	4	4	2	4	4	3	3	3	4	4	4	2	4	4	4	4	4	26/ 87	139/ 94	1290/ 89
13. Know multiplication and division facts	3 of 4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3	3	30/100	141/ 95	1357/ 94
14. Multiply whole numbers and money amounts	3 of 4	3	4	4	3	4	4	4	3	4	4	4	4	4	4	1	4	4	4	28/ 93	131/ 89	1304/ 90
15. Divide whole numbers by 1-digit numbers	3 of 4	4	4	4	3	4	2	4	3	1	3	4	4	4	4	0	4	2	4	23/ 77	99/ 67	999/ 69
16. Add/subtract fractions-like denominators	3 of 4	3	1	4	2	3	2	1	2	4	3	1	1	1	2	4	2	3	3	14/ 47	96/ 65	1018/ 70
17. Find fractional parts of whole numbers	3 of 4	3	1	2	2	3	2	3	1	0	2	3	2	2	1	0	3	2	2	11/ 37	42/ 28	568/ 39
18. Estimate sum/diff of whole #'s and money	3 of 4	3	2	3	2	0	1	4	1	0	1	2	4	0	2	3	3	2	2	11/ 37	51/ 34	542/ 37
19. Est prod/quot of whole #'s and money	3 of 4	3	1	3	3	2	0	4	1	1	2	2	3	1	2	2	3	0	2	10/ 33	44/ 30	505/ 35
20. Est sum/diff of fractions and mixed #'s	3 of 4	1	1	2	1	0	3	0	1	1	4	1	1	1	2	1	1	3	1	4/ 13	15/ 10	190/ 13

# INDICATES A SCORE BELOW THE REMEDIAL STANDARD
THIS STUDENT MUST RECEIVE FURTHER DIAGNOSIS

A = ABSENT
V = VOID

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CONNECTICUT MASTERY TESTING PROGRAM

CLASS DIAGNOSTIC REPORT

THE PSYCHOLOGICAL CORPORATION

MATHEMATICS PART 2 OF 2

PAGE 2

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GROUP CODE: 25971
SCHOOL: B
SCHOOL CODE:
DISTRICT: B DISTRICT
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PROBLEM SOLVING AND APPLICATIONS																						
21. Interpret graphs, tables and charts	3 of 4	3	2	3	2	4	4	3	4	4	4	2	4	1	4	2	4	3	2	20/ 67	108/ 73	1088/ 75
22. Identify graph best fitting given data	3 of 4	3	4	4	2	4	0	4	4	3	4	4	4	0	4	3	4	4	4	26/ 87	128/ 86	1252/ 87
23. Identify number sentences from problems	3 of 4	1	3	3	2	2	3	2	3	2	2	4	4	2	3	2	3	4	2	13/ 43	66/ 45	676/ 47
24. Solve 1-step probs-whole #'s and money	3 of 4	2	4	4	2	3	1	4	1	3	2	3	3	2	3	2	3	4	3	18/ 60	88/ 59	939/ 65
25. Solve problems involving making change	3 of 4	2	3	3	4	4	3	4	3	4	4	3	3	3	3	3	4	4	4	27/ 90	117/ 79	1110/ 77
26. Solve 1-step problems with fractions	3 of 4	2	0	3	3	3	2	3	2	3	0	2	0	1	3	0	3	1	1	13/ 43	47/ 32	550/ 38
27. Solve 2-step probs - whole #'s & money	3 of 4	1	3	4	0	4	3	2	1	2	0	2	3	1	2	0	4	0	3	11/ 37	49/ 33	504/ 35
28. Estimate a reasonable answer	3 of 4	0	3	0	3	2	0	2	3	1	0	1	4	2	2	1	4	2	2	7/ 23	30/ 20	421/ 29
29. Identify/solve extraneous info problems	3 of 4	0	1	2	0	2	1	1	0	0	0	2	0	1	0	2	2	3	3	3/ 10	24/ 16	299/ 21
30. Identify needed information in problems	3 of 4	2	1	3	3	3	1	0	1	1	3	1	3	1	3	2	4	1	3	13/ 43	64/ 43	570/ 40
31. Solve process problems - organizing data	3 of 4	2	4	4	1	4	2	3	3	3	0	3	3	3	3	2	4	0	2	12/ 40	62/ 42	578/ 40
MEASUREMENT AND GEOMETRY																						
32. Identify geometric figures	3 of 4	2	4	1	3	3	3	4	3	1	4	2	3	4	2	2	2	2	3	19/ 63	92/ 62	916/ 63
33. Measure/determine perimeters and areas	3 of 4	2	2	3	3	2	1	2	3	1	0	2	3	1	2	2	1	2	2	6/ 20	21/ 14	257/ 18
34. Estimate lengths and areas	3 of 4	1	3	2	1	3	0	2	2	1	2	1	3	2	2	1	4	2	2	7/ 23	43/ 29	401/ 28
35. Pick approp metric/cust measures and units	3 of 4	1	3	4	0	3	3	4	2	2	2	1	4	3	3	4	3	3	2	18/ 60	78/ 53	733/ 51
36. Determine elapsed time	3 of 4	2	1	3	1	2	2	2	1	2	2	1	3	2	2	2	3	2	3	11/ 37	43/ 29	382/ 26
TOTAL NUMBER OF OBJECTIVES MASTERED		15	18	27	14	22	13	20	16	15	17	12	26	10	18	11	26	18	20	AVERAGE NUMBER OF OBJECTIVES MASTERED 17.6	17.2	18.3
NUMBER OF ITEMS CORRECT (MATHEMATICS REMEDIAL STANDARD)	79 OF 144	81	88	107	* 75	99	* 73	90	* 75	* 78	84	* 74	105	* 67	92	* 70	107	90	96	NUMBER/PERCENT OF STUDENTS BELOW REMEDIAL STANDARDS 11/ 37	62/ 42	522/ 37

* INDICATES A SCORE BELOW THE REMEDIAL STANDARD. THIS STUDENT MUST RECEIVE FURTHER DIAGNOSIS.

A = ABSENT
V = VOID

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COPY 1

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PROCESS NO. 19050156-7004-07899-1

CONNECTICUT MASTERY TESTING PROGRAM

SCHOOL BY CLASS REPORT

THE PSYCHOLOGICAL CORPORATION

GRADE: 06 FORM: D

SCHOOL: B
SCHOOL CODE:
DISTRICT: B DISTRICT
DISTRICT CODE:
TEST DATE: 10/90
Scores indicate Number/Percent of students mastering each objective

MATHEMATICS

PART 1 OF 2

		25971	25981	25991	26001	26011				SCHOOL	DISTRICT
NUMBER OF STUDENTS TESTED		30	29	29	29	31				148	1457
OBJECTIVES	MASTERY CRITERIA	#/%	#/%	#/%	#/%	#/%				#/%	#/%
CONCEPTUAL UNDERSTANDINGS											
1. Order whole numbers less than 100,000	3 of 4	24/ 80	22/ 76	22/ 76	28/ 97	29/ 94				125/ 84	1281/ 89
2. Id place value and use expanded notation	3 of 4	23/ 77	25/ 86	21/ 72	25/ 86	18/ 58				112/ 76	1119/ 78
3. Rename whole numbers by regrouping	3 of 4	2/ 7	6/ 21	2/ 7	5/ 17	3/ 10				18/ 12	221/ 15
4. Round whole numbers	3 of 4	16/ 53	18/ 62	9/ 31	15/ 52	11/ 35				69/ 47	695/ 48
5. Multiply/divide numbers by 10 and 100	3 of 4	23/ 77	19/ 66	12/ 41	24/ 83	16/ 52				94/ 64	945/ 66
6. Identify equiv fractions using pictures	3 of 4	3/ 10	6/ 21	1/ 3	3/ 10	3/ 10				16/ 11	346/ 24
7. Identify equiv fractions/mixed numbers	3 of 4	12/ 40	10/ 34	12/ 41	13/ 45	3/ 10				50/ 34	567/ 39
8. Convert mixed numbers/improper fractions	3 of 4	1/ 3	3/ 10	0/ 0	1/ 3	0/ 0				5/ 3	290/ 20
9. Identify decimals from pictures	3 of 4	5/ 17	11/ 38	4/ 14	7/ 24	5/ 16				32/ 22	457/ 32
10. Extend number/attribute patterns	3 of 4	24/ 80	25/ 86	25/ 86	22/ 76	24/ 77				120/ 81	1204/ 83
11. Identify procedure for making estimates	3 of 4	13/ 43	17/ 59	18/ 62	22/ 76	12/ 39				82/ 55	833/ 58
COMPUTATIONAL SKILLS											
12. Add/sub whole numbers and money amounts	3 of 4	26/ 87	27/ 93	28/ 97	29/100	29/ 94				139/ 94	1290/ 89
13. Know multiplication and division facts	3 of 4	30/100	25/ 86	26/ 90	29/100	31/100				141/ 95	1357/ 94
14. Multiply whole numbers and money amounts	3 of 4	28/ 93	25/ 86	25/ 86	28/ 97	25/ 81				131/ 89	1304/ 90
15. Divide whole numbers by 1-digit numbers	3 of 4	23/ 77	19/ 66	18/ 62	26/ 90	13/ 42				99/ 67	999/ 69
16. Add/subtract fractions-like denominators	3 of 4	14/ 47	20/ 69	21/ 72	22/ 76	19/ 61				96/ 65	1018/ 70
17. Find fractional parts of whole numbers	3 of 4	11/ 37	10/ 34	3/ 10	14/ 48	4/ 13				42/ 28	568/ 39
18. Estimate sum/diff of whole #'s and money	3 of 4	11/ 37	12/ 41	12/ 41	13/ 45	3/ 10				51/ 34	542/ 37
19. Est prod/quot of whole #'s and money	3 of 4	10/ 33	10/ 34	8/ 28	12/ 41	4/ 13				44/ 30	505/ 35
20. Est sum/diff of fractions and mixed #'s	3 of 4	4/ 13	5/ 17	2/ 7	3/ 10	1/ 3				15/ 10	190/ 13

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CONNECTICUT MASTERY TESTING PROGRAM

SCHOOL BY CLASS REPORT

THE PSYCHOLOGICAL CORPORATION

GRADE: 06 FORM: D

SCHOOL: B
SCHOOL CODE:
DISTRICT: B DISTRICT
DISTRICT CODE:
TEST DATE: 10/90
Scores indicate Number/Percent of students mastering each objective

MATHEMATICS

PART 2 OF 2

OBJECTIVES	MASTERY CRITERIA	25971	25981	25991	26001	26011				SCHOOL	DISTRICT
NUMBER OF STUDENTS TESTED		30	29	29	29	31				148	1457
		#/%	#/%	#/%	#/%	#/%				#/%	#/%
PROBLEM SOLVING AND APPLICATIONS											
21. Interpret graphs, tables and charts	3 of 4	20/ 67	23/ 79	20/ 69	21/ 72	24/ 77				108/ 73	1088/ 75
22. Identify graph best fitting given data	3 of 4	26/ 87	26/ 90	25/ 86	24/ 83	27/ 87				128/ 86	1252/ 87
23. Identify number sentences from problems	3 of 4	13/ 43	14/ 48	12/ 41	14/ 48	13/ 42				66/ 45	676/ 47
24. Solve 1-step probs-whole $'s and money	3 of 4	18/ 60	20/ 69	19/ 66	20/ 69	11/ 35				88/ 59	939/ 65
25. Solve problems involving making change	3 of 4	27/ 90	21/ 72	22/ 76	24/ 83	23/ 74				117/ 79	1110/ 77
26. Solve 1-step problems with fractions	3 of 4	13/ 43	8/ 28	6/ 21	11/ 38	9/ 29				47/ 32	550/ 38
27. Solve 2-step probs - whole $'s & money	3 of 4	11/ 37	6/ 21	10/ 34	11/ 38	11/ 35				49/ 33	504/ 35
28. Estimate a reasonable answer	3 of 4	7/ 23	7/ 24	7/ 24	6/ 21	3/ 10				30/ 20	421/ 29
29. Identify/solve extraneous info problems	3 of 4	3/ 10	8/ 28	1/ 3	5/ 17	7/ 23				24/ 16	299/ 21
30. Identify needed information in problems	3 of 4	13/ 43	12/ 41	13/ 45	16/ 55	10/ 32				64/ 43	570/ 40
31. Solve process problems - organizing data	3 of 4	12/ 40	16/ 55	9/ 31	14/ 48	11/ 35				62/ 42	578/ 40
MEASUREMENT AND GEOMETRY											
32. Identify geometric figures	3 of 4	19/ 63	15/ 52	17/ 59	26/ 90	15/ 48				92/ 62	916/ 63
33. Measure/determine perimeters and areas	3 of 4	6/ 20	2/ 7	6/ 21	5/ 17	2/ 6				21/ 14	257/ 18
34. Estimate lengths and areas	3 of 4	7/ 23	9/ 31	13/ 45	9/ 31	5/ 16				43/ 29	401/ 28
35. Pick approp metric/cust measures and units	3 of 4	18/ 60	18/ 62	14/ 48	15/ 52	13/ 42				78/ 53	733/ 51
36. Determine elapsed time	3 of 4	11/ 37	10/ 34	7/ 24	9/ 31	6/ 19				43/ 29	382/ 26
AVERAGE NUMBER OF OBJECTIVES MASTERED		17.6	18.3	16.2	19.7	14.3				17.2	18.3
NUMBER/PERCENT OF STUDENTS BELOW REMEDIAL STANDARD*		11/ 37	12/ 41	14/ 48	6/ 21	19/ 61				62/ 42	522/ 37

* Remedial Standard is 79 of 144 Items Correct.

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CONNECTICUT MASTERY TESTING PROGRAM

DISTRICT BY SCHOOL REPORT

THE PSYCHOLOGICAL CORPORATION

GRADE: 06 FORM: D

DISTRICT: B DISTRICT
DISTRICT CODE:
TEST DATE: 10/90
Scores indicate Number/Percent of students mastering each objective

MATHEMATICS

PART 1 OF 2

OBJECTIVES	MASTERY CRITERIA	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D	SCHOOL E	SCHOOL F	SCHOOL G	SCHOOL H		DISTRICT
NUMBER OF STUDENTS TESTED		148	20	63	24	34	62	61	51		1457
		#/%	#/%	#/%	#/%	#/%	#/%	#/%	#/%		#/%
CONCEPTUAL UNDERSTANDINGS											
1. Order whole numbers less than 100,000	3 of 4	125/ 84	17/ 85	60/ 95	22/ 92	28/ 82	54/ 89	55/ 90	47/ 92		1281/ 89
2. Id place value and use expanded notation	3 of 4	112/ 76	10/ 50	52/ 83	19/ 79	26/ 76	52/ 85	43/ 70	47/ 92		1119/ 78
3. Rename whole numbers by regrouping	3 of 4	18/ 12	3/ 15	12/ 19	1/ 4	4/ 12	6/ 10	14/ 23	7/ 14		221/ 15
4. Round whole numbers	3 of 4	69/ 47	9/ 45	36/ 57	10/ 42	11/ 32	30/ 49	33/ 54	30/ 59		695/ 48
5. Multiply/divide numbers by 10 and 100	3 of 4	94/ 64	7/ 35	52/ 83	17/ 71	21/ 62	41/ 67	24/ 39	35/ 69		945/ 66
6. Identify equiv fractions using pictures	3 of 4	16/ 11	2/ 10	26/ 41	5/ 21	7/ 21	11/ 18	10/ 16	24/ 47		346/ 24
7. Identify equiv fractions/mixed numbers	3 of 4	50/ 34	5/ 25	32/ 51	12/ 50	7/ 21	23/ 38	22/ 36	27/ 53		567/ 39
8. Convert mixed numbers/improper fractions	3 of 4	5/ 3	4/ 20	23/ 37	6/ 25	6/ 18	9/ 15	7/ 11	12/ 24		290/ 20
9. Identify decimals from pictures	3 of 4	32/ 22	6/ 30	28/ 44	6/ 25	11/ 32	13/ 21	19/ 31	29/ 57		457/ 32
10. Extend number/attribute patterns	3 of 4	120/ 81	16/ 80	52/ 83	20/ 83	32/ 94	47/ 77	52/ 85	42/ 82		1204/ 83
11. Identify procedure for making estimates	3 of 4	82/ 55	7/ 35	49/ 78	11/ 46	19/ 56	38/ 62	34/ 56	39/ 76		833/ 58
COMPUTATIONAL SKILLS											
12. Add/sub whole numbers and money amounts	3 of 4	139/ 94	14/ 70	59/ 94	18/ 75	25/ 74	59/ 95	47/ 77	48/ 94		1290/ 89
13. Know multiplication and division facts	3 of 4	141/ 95	17/ 85	60/ 95	21/ 88	31/ 91	60/ 97	50/ 82	50/ 98		1357/ 94
14. Multiply whole numbers and money amounts	3 of 4	131/ 89	16/ 80	60/ 95	18/ 75	33/ 97	55/ 89	47/ 77	49/ 96		1304/ 90
15. Divide whole numbers by 1-digit numbers	3 of 4	99/ 67	12/ 60	57/ 90	15/ 63	17/ 50	41/ 66	31/ 51	34/ 67		999/ 69
16. Add/subtract fractions-like denominators	3 of 4	96/ 65	11/ 55	48/ 76	19/ 79	20/ 59	50/ 81	41/ 67	39/ 76		1018/ 70
17. Find fractional parts of whole numbers	3 of 4	42/ 28	5/ 25	28/ 44	13/ 54	10/ 29	30/ 48	21/ 34	26/ 51		568/ 39
18. Estimate sum/diff of whole #'s and money	3 of 4	51/ 34	5/ 25	31/ 49	12/ 50	7/ 21	19/ 31	20/ 33	15/ 29		542/ 37
19. Est prod/quot of whole #'s and money	3 of 4	44/ 30	5/ 25	26/ 41	7/ 29	8/ 24	20/ 32	13/ 21	22/ 43		505/ 35
20. Est sum/diff of fractions and mixed #'s	3 of 4	15/ 10	3/ 15	9/ 14	4/ 17	4/ 12	7/ 11	6/ 10	12/ 24		190/ 13

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CONNECTICUT MASTERY TESTING PROGRAM

CLASS DIAGNOSTIC REPORT

LANGUAGE ARTS

THE PSYCHOLOGICAL CORPORATION

TEACHER: B H
GROUP CODE: 00991
SCHOOL: B
SCHOOL CODE:
DISTRICT: B DISTRICT
DISTRICT CODE:

TEST DATE: 10/90

GRADE: 06 FORM: D

NUMBER OF STUDENTS TESTED: 31

NUMBER OF STUDENTS NEEDING FURTHER DIAGNOSIS
IN WRITING : 9
IN READING : 21

OBJECTIVES	MASTERY CRITERIA # OF ITEMS CORRECT	NOEL	JAMES	JAISY	CARMEN	JAMES	YARNELL	TRICIA	ROBERT	ELIEZER	RAUL	ANDREA	SONIA	NANCY	ROGELIO	DONALD	ANOUXA	LAKEASH	MICHELLE	NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE CLASS # / %	SCHOOL # / %	DISTRICT # / %
WRITING MECHANICS																						
1. Capitalization and Punctuation	9 of 12	7	7	5	6	8	3	8	9	2	10	7	9	12	8	6	6	9	8	9/ 29	40/ 27	563/ 40
2. Spelling (words/homonyms/abbreviations)	7 of 9	A	9	9	7	8	5	9	8	6	9	5	4	7	5	7	9	7	7	22/ 73	114/ 78	1129/ 80
3. Agreement	11 of 15	11	14	6	7	13	7	9	14	9	13	6	13	8	11	13	9	9	12	13/ 42	73/ 49	699/ 49
4. Tone	3 of 4	4	3	3	1	3	2	4	4	3	4	2	3	2	2	4	4	4	3	20/ 65	101/ 68	1007/ 71
STUDY SKILLS																						
5. Locating Information	8 of 11	8	10	5	5	9	4	7	9	3	10	5	8	9	8	7	8	8	11	21/ 68	95/ 64	950/ 67
6. Notetaking and Outlining	3 of 5	A	2	2	3	2	1	3	4	1	4	1	0	2	1	3	3	5	2	14/ 47	72/ 49	766/ 55
LISTENING COMPREHENSION																						
7. Literal	4 of 6	A	6	2	4	3	2	5	6	5	5	5	3	3	4	4	1	5	2	14/ 47	50/ 34	748/ 53
8. Inferential and Evaluative	10 of 14	A	14	4	6	8	5	11	11	7	9	11	8	7	5	9	6	5	8	8/ 27	44/ 30	588/ 41
READING COMPREHENSION																						
9. Literal	6 of 8	7	6	3	3	V	4	4	8	7	6	2	V	5	3	4	3	6	3	11/ 38	56/ 38	565/ 39
10. Inferential	10 of 14	7	9	6	7	V	6	4	10	3	10	6	V	8	6	6	5	5	5	6/ 21	34/ 23	399/ 28
11. Evaluative	10 of 14	8	7	6	2	V	1	3	13	2	13	4	V	4	8	7	7	6	4	5/ 17	33/ 23	394/ 27
TOTAL NUMBER OF OBJECTIVES MASTERED		4	7	2	3	4	0	5	11	3	10	2	4	3	3	5	4	7	4	AVERAGE NUMBER OF OBJECTIVES MASTERED 4.7	4.8	5.5
HOLISTIC MEASURES OF WRITING AND READING	REMEDIAL STANDARDS																			NUMBER/PERCENT OF STUDENTS BELOW REMEDIAL STANDARDS		
WRITING SAMPLE	4 OF 8	4	4	4	*3	4	4	4	7	4	5	5	*3	*2	4	*2	*2	*3	4	9/ 30	39/ 27	365/ 26
**ANALYTIC SCORES: FOCUS		3	3	2	3	3	1	1		3			3	1	2	1	1	2	2			
ORGANIZATION		2	2	1	1	2	1	2		1			2	1	2	2	1	2	1			
SUPPORT/ELABORATION		2	2	2	1	2	2	2		2			1	1	2	1	2	2	2			
CONVENTIONS		3	1	3	2	3	2	2		1			3	2	1	1	1	1	1			
DEGREES OF READING POWER (DRP)™	50 DRP UNITS	51	54	* 32	45	44	* 35	63	66	* 46	55	* 43	* 39	* 39	* 46	* 24	* 39	* 39	* 48	21/ 68	83/ 56	766/ 53

* INDICATES A SCORE BELOW THE REMEDIAL STANDARD. THIS STUDENT MUST RECEIVE FURTHER DIAGNOSIS.
** ANALYTIC SCORES ARE GIVEN ONLY FOR THOSE STUDENTS WHO SCORED AT OR BELOW THE REMEDIAL STANDARD. 1 = NEEDS REMEDIAL ASSISTANCE 2 = BORDERLINE PERFORMANCE 3 = SATISFACTORY PERFORMANCE
A = ABSENT V = VOID NS = NOT SCORABLE

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CONNECTICUT MASTERY TESTING PROGRAM

DISTRICT BY SCHOOL REPORT

THE PSYCHOLOGICAL CORPORATION

GRADE: 06 FORM: D

DISTRICT: B DISTRICT
DISTRICT CODE:
TEST DATE: 10/90
Scores indicate Number/Percent of students mastering each objective

MATHEMATICS

PART 2 OF 2

OBJECTIVES	MASTERY CRITERIA	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D	SCHOOL E	SCHOOL F	SCHOOL G	SCHOOL H		DISTRICT
NUMBER OF STUDENTS TESTED		148	20	63	24	34	62	61	51		1457
		#/%	#/%	#/%	#/%	#/%	#/%	#/%	#/%		#/%
PROBLEM SOLVING AND APPLICATIONS											
21. Interpret graphs, tables and charts	3 of 4	108/ 73	13/ 65	48/ 77	20/ 83	24/ 71	45/ 74	43/ 70	41/ 80		1088/ 75
22. Identify graph best fitting given data	3 of 4	128/ 86	17/ 85	54/ 87	19/ 79	29/ 85	57/ 93	51/ 84	47/ 92		1252/ 87
23. Identify number sentences from problems	3 of 4	66/ 45	6/ 30	32/ 52	15/ 63	15/ 44	26/ 43	19/ 31	26/ 51		676/ 47
24. Solve 1-step probs-whole #'s and money	3 of 4	88/ 59	11/ 55	48/ 77	15/ 63	20/ 59	40/ 66	32/ 52	30/ 59		939/ 65
25. Solve problems involving making change	3 of 4	117/ 79	11/ 55	50/ 81	15/ 63	24/ 71	48/ 79	38/ 62	42/ 82		1110/ 77
26. Solve 1-step problems with fractions	3 of 4	47/ 32	5/ 25	21/ 34	10/ 42	8/ 24	26/ 43	24/ 39	16/ 31		550/ 38
27. Solve 2-step probs - whole #'s & money	3 of 4	49/ 33	7/ 35	22/ 35	9/ 38	10/ 29	23/ 38	18/ 30	18/ 35		504/ 35
28. Estimate a reasonable answer	3 of 4	30/ 20	7/ 35	22/ 35	7/ 29	8/ 24	15/ 25	13/ 21	15/ 29		421/ 29
29. Identify/solve extraneous info problems	3 of 4	24/ 16	5/ 25	19/ 31	7/ 29	6/ 18	11/ 18	9/ 15	8/ 16		299/ 21
30. Identify needed information in problems	3 of 4	64/ 43	5/ 25	31/ 50	10/ 42	10/ 29	28/ 46	24/ 39	11/ 22		570/ 40
31. Solve process problems - organizing data	3 of 4	62/ 42	3/ 15	25/ 40	9/ 38	13/ 38	22/ 36	20/ 33	20/ 39		578/ 40
MEASUREMENT AND GEOMETRY											
32. Identify geometric figures	3 of 4	92/ 62	11/ 55	47/ 75	17/ 71	26/ 76	31/ 50	26/ 43	37/ 73		916/ 63
33. Measure/determine perimeters and areas	3 of 4	21/ 14	2/ 10	20/ 32	4/ 17	3/ 9	8/ 13	10/ 16	4/ 8		257/ 18
34. Estimate lengths and areas	3 of 4	43/ 29	4/ 20	18/ 29	6/ 25	5/ 15	18/ 29	21/ 34	17/ 33		401/ 28
35. Pick approp metric/cust measures and units	3 of 4	78/ 53	8/ 40	38/ 60	11/ 46	16/ 47	23/ 37	29/ 48	26/ 51		733/ 51
36. Determine elapsed time	3 of 4	43/ 29	3/ 15	25/ 40	8/ 33	8/ 24	14/ 23	9/ 15	15/ 29		382/ 26
AVERAGE NUMBER OF OBJECTIVES MASTERED		17.2	14.6	21.1	18.3	16.2	17.9	16.0	19.7		18.3
NUMBER/PERCENT OF STUDENTS BELOW REMEDIAL STANDARD*		62/ 42	12/ 60	14/ 23	10/ 42	15/ 44	21/ 34	32/ 52	15/ 29		522/ 37

* Remedial Standard is 79 of 144 Items Correct.

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CONNECTICUT MASTERY TESTING PROGRAM

SCHOOL BY CLASS REPORT

GRADE: 06 FORM: D

SCHOOL: B
SCHOOL CODE:
DISTRICT: B DISTRICT
DISTRICT CODE:
TEST DATE: 10/90
Scores indicate Number/Percent of students mastering each objective

LANGUAGE ARTS

		00991	01001	01011	01021	01031				SCHOOL	DISTRICT
NUMBER OF STUDENTS TESTED		31	29	29	30	29				148	1456
OBJECTIVES	MASTERY CRITERIA	#/%	#/%	#/%	#/%	#/%				#/%	#/%
WRITING MECHANICS											
1. Capitalization and Punctuation	9 of 12	9/ 29	9/ 31	6/ 21	9/ 30	7/ 24				40/ 27	563/ 40
2. Spelling (words/homonyms/abbreviations)	7 of 9	22/ 73	27/ 93	21/ 72	22/ 73	22/ 76				114/ 78	1129/ 80
3. Agreement	11 of 15	13/ 42	15/ 52	14/ 48	20/ 67	11/ 38				73/ 49	699/ 49
4. Tone	3 of 4	20/ 65	17/ 59	22/ 76	23/ 77	19/ 66				101/ 68	1007/ 71
STUDY SKILLS											
5. Locating Information	8 of 11	21/ 68	19/ 66	20/ 69	19/ 63	16/ 55				95/ 64	950/ 67
6. Notetaking and Outlining	3 of 5	14/ 47	16/ 55	15/ 52	14/ 47	13/ 45				72/ 49	766/ 55
LISTENING COMPREHENSION											
7. Literal	4 of 6	14/ 47	11/ 38	8/ 28	10/ 33	7/ 24				50/ 34	748/ 53
8. Inferential and Evaluative	10 of 14	8/ 27	7/ 24	11/ 38	12/ 40	6/ 21				44/ 30	588/ 41
READING COMPREHENSION											
9. Literal	6 of 8	11/ 38	10/ 34	10/ 34	11/ 37	14/ 48				56/ 38	565/ 39
10. Inferential	10 of 14	6/ 21	10/ 34	7/ 24	6/ 20	5/ 17				34/ 23	399/ 28
11. Evaluative	10 of 14	5/ 17	7/ 24	7/ 24	8/ 27	6/ 21				33/ 23	394/ 27
HOLISTIC MEASURES OF WRITING AND READING										#/% OF STUDENTS AT STATED LEVEL	
WRITING SAMPLE NUMBER/PERCENT PRODUCING MATERIAL THAT IS:	HOLISTIC SCORE	#/%	#/%	#/%	#/%	#/%				#/%	#/%
Well written with developed supportive detail	7 or 8	1/ 3	9/ 31	0/ 0	2/ 7	0/ 0				12/ 8	77/ 5
Generally well organized with supportive detail	5 or 6	7/ 23	11/ 38	7/ 24	12/ 40	7/ 24				44/ 30	461/ 32
Minimally proficient	4	13/ 43	7/ 24	11/ 38	7/ 23	14/ 48				52/ 35	517/ 36
Below the remedial standard*	2 or 3	9/ 30	2/ 7	11/ 38	9/ 30	8/ 28				39/ 27	365/ 26
DEGREES OF READING POWER (DRP)™ NUMBER/PERCENT OF STUDENTS	DRP UNIT SCORE	#/%	#/%	#/%	#/%	#/%				#/%	#/%
At/above the reading goal for beginning grade 06	56+	5/ 16	10/ 34	7/ 24	7/ 24	5/ 17				34/ 23	364/ 25
Below the reading goal for beginning grade 06 but above the remedial standard	50 to 55	5/ 16	5/ 17	3/ 10	6/ 21	11/ 38				30/ 20	302/ 21
Below the remedial standard**	BELOW 50	21/ 68	14/ 48	19/ 66	16/ 55	13/ 45				83/ 56	766/ 53
AVERAGE NUMBER OF OBJECTIVES MASTERED IN LANGUAGE ARTS		4.7	5.1	4.9	5.1	4.3				4.8	5.5
AVERAGE HOLISTIC WRITING SCORE		3.9	5.6	3.8	4.4	3.9				4.3	4.3
AVERAGE DRP UNIT SCORE		46	50	45	48	48				47	48

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*Remedial Standard is 4 for Writing.
**Remedial Standard is 50 DRP Units for Reading.

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CONNECTICUT MASTERY TESTING PROGRAM

DISTRICT BY SCHOOL REPORT

THE PSYCHOLOGICAL CORPORATION

GRADE: 06 FORM: D

DISTRICT: B DISTRICT
DISTRICT CODE:
TEST DATE: 10/90
Scores indicate Number/Percent of students mastering each objective

LANGUAGE ARTS

OBJECTIVES	MASTERY CRITERIA	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D	SCHOOL E	SCHOOL F	SCHOOL G	SCHOOL H		DISTRICT
NUMBER OF STUDENTS TESTED		148	20	63	24	34	62	61	50		1456
WRITING MECHANICS											
1. Capitalization and Punctuation	9 of 12	40/ 27	3/ 15	23/ 43	11/ 46	18/ 53	21/ 34	21/ 35	16/ 32		563/ 40
2. Spelling (words/homonyms/abbreviations)	7 of 9	114/ 78	15/ 79	48/ 77	19/ 79	25/ 76	47/ 77	50/ 82	39/ 78		1129/ 80
3. Agreement	11 of 15	73/ 49	7/ 35	30/ 56	15/ 63	17/ 50	30/ 49	27/ 45	24/ 48		699/ 49
4. Tone	3 of 4	101/ 68	14/ 70	48/ 89	18/ 75	22/ 65	44/ 72	35/ 58	36/ 72		1007/ 71
STUDY SKILLS											
5. Locating Information	8 of 11	95/ 64	11/ 55	41/ 76	13/ 54	17/ 50	41/ 67	35/ 58	37/ 74		950/ 67
6. Notetaking and Outlining	3 of 5	72/ 49	7/ 37	33/ 61	19/ 79	12/ 36	43/ 70	31/ 52	21/ 42		766/ 55
LISTENING COMPREHENSION											
7. Literal	4 of 6	50/ 34	9/ 47	29/ 47	17/ 71	15/ 45	27/ 44	31/ 51	27/ 54		748/ 53
8. Inferential and Evaluative	10 of 14	44/ 30	4/ 21	25/ 40	11/ 46	8/ 24	26/ 43	19/ 31	24/ 48		588/ 41
READING COMPREHENSION											
9. Literal	6 of 8	56/ 38	5/ 25	29/ 46	8/ 35	7/ 21	24/ 40	18/ 31	18/ 36		565/ 39
10. Inferential	10 of 14	34/ 23	5/ 25	16/ 25	5/ 22	7/ 21	16/ 27	20/ 34	8/ 16		399/ 28
11. Evaluative	10 of 14	33/ 23	4/ 20	12/ 19	8/ 35	5/ 15	17/ 28	14/ 24	14/ 28		394/ 27
HOLISTIC MEASURES OF WRITING AND READING										#/% OF STUDENTS AT STATED LEVEL	
WRITING SAMPLE NUMBER/PERCENT PRODUCING MATERIAL THAT IS:	HOLISTIC SCORE	#/%	#/%	#/%	#/%	#/%	#/%	#/%	#/%		#/%
Well written with developed supportive detail	7 or 8	12/ 8	1/ 5	6/ 10	0/ 0	0/ 0	2/ 3	2/ 3	0/ 0		77/ 5
Generally well organized with supportive detail	5 or 6	44/ 30	5/ 25	22/ 37	10/ 42	5/ 15	30/ 48	23/ 38	13/ 27		461/ 32
Minimally proficient	4	52/ 35	8/ 40	22/ 37	5/ 21	11/ 32	19/ 31	17/ 28	19/ 40		517/ 36
Below the remedial standard*	2 or 3	39/ 27	6/ 30	10/ 17	9/ 38	18/ 53	11/ 18	18/ 30	16/ 33		365/ 26
DEGREES OF READING POWER (DRP)™ NUMBER/PERCENT OF STUDENTS	DRP UNIT SCORE	#/%	#/%	#/%	#/%	#/%	#/%	#/%	#/%		#/%
At/above the reading goal for beginning grade 06	56+	34/ 23	4/ 21	14/ 22	8/ 35	2/ 6	10/ 16	8/ 14	4/ 8		364/ 25
Below the reading goal for beginning grade 06 but above the remedial standard	50 to 55	30/ 20	3/ 16	22/ 35	5/ 22	10/ 29	13/ 21	16/ 27	13/ 26		302/ 21
Below the remedial standard**	BELOW 50	83/ 56	12/ 63	27/ 43	10/ 43	22/ 65	38/ 62	35/ 59	33/ 66		766/ 53
AVERAGE NUMBER OF OBJECTIVES MASTERED IN LANGUAGE ARTS		4.8	4.2	5.7	6.2	4.4	5.5	5.1	5.3		5.5
AVERAGE HOLISTIC WRITING SCORE		4.3	4.1	4.6	4.0	3.3	4.6	4.2	3.8		4.3
AVERAGE DRP UNIT SCORE		47	44	50	51	44	47	46	45		48

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*Remedial Standard is 4 for Writing.
**Remedial Standard is 50 DRP Units for Reading.

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Connecticut Mastery Testing Program

GRADE 6

-77-

PARENT / STUDENT DIAGNOSTIC REPORT

Your child's scores on the Connecticut Mastery Test are reported inside.

For a description of the Connecticut Mastery Testing Program, see the back cover of this folder.

For general information about your local district's testing program, please contact your superintendent of schools.

For further information on the Connecticut Mastery Testing Program, contact: Connecticut State Department of Education, Student Assessment and Testing, Box 2219, Hartford, Connecticut 06145, (203) 566-4008.

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CONNECTICUT MASTERY TESTING PROGRAM

GRADE 6 REPORT

MATHEMATICS

TEACHER: L R
SCHOOL: B
DISTRICT: B DISTRICT

GRADE: 06
TEST DATE: 10/90
FORM: D

STUDENT OBJECTIVES ANALYSIS FOR

L R

OBJECTIVES TESTED	MASTERY CRITERIA NUMBER CORRECT	STUDENT SCORE
CONCEPTUAL UNDERSTANDINGS		
1. Order whole numbers less than one hundred thousand	3 of 4	4
2. Identify the value of a digit in whole numbers less than one hundred thousand and rewrite whole numbers using expanded notation	3 of 4	4
3. Rename whole numbers by regrouping 1000's, 100's, 10's and 1's	3 of 4	1
4. Round whole numbers less than one hundred thousand to the nearest 1000, 100 and 10	3 of 4	1
5. Multiply and divide multiples of 10 and 100 by 10 and 100	3 of 4	3
6. Identify equivalent fractions and mixed numbers using pictures	3 of 4	3
7. Identify equivalent fractions and mixed numbers	3 of 4	1
8. Convert between mixed numbers and improper fractions	3 of 4	0
9. Identify decimals (.01 to 2.99) from pictorial representations	3 of 4	1
10. Extend patterns involving numbers and attributes	3 of 4	3
11. Identify an appropriate procedure for making estimates for whole number computations	3 of 4	4
COMPUTATIONAL SKILLS		
12. Add and subtract 2-, 3- and 4-digit whole numbers and money amounts less than $100.00	3 of 4	3
13. Know multiplication and division facts	3 of 4	3
14. Multiply 2- and 3-digit whole numbers and money amounts less than $10.00 by 1-digit numbers	3 of 4	4
15. Divide 2- and 3-digit whole numbers by 1-digit numbers	3 of 4	1
16. Add and subtract fractions and mixed numbers with like denominators (without regrouping mixed numbers)	3 of 4	2
17. Find fractional parts of whole numbers	3 of 4	3
18. Estimate sums and differences of whole numbers and money amounts	3 of 4	1
19. Estimate products and quotients of whole numbers and money amounts (1-digit factor and 1-digit whole number divisor)	3 of 4	1
20. Estimate sums and differences of fractions and mixed numbers	3 of 4	2
PROBLEM SOLVING AND APPLICATIONS		
21. Interpret graphs, tables and charts	3 of 4	4
22. Identify the graph that best illustrates given data	3 of 4	4
23. Identify number sentences from problems	3 of 4	3
24. Solve 1-step problems involving whole numbers and money amounts	3 of 4	4
25. Solve problems involving making change	3 of 4	4
26. Solve 1-step problems involving fractions	3 of 4	2
27. Solve 2-step problems involving whole numbers and money amounts	3 of 4	1
28. Estimate a reasonable answer to a given problem	3 of 4	2
29. Distinguish necessary from extraneous information and solve problems with extraneous information	3 of 4	4
30. Identify needed information in problem situations	3 of 4	2
31. Solve process problems involving the organization of data	3 of 4	2
MEASUREMENT AND GEOMETRY		
32. Identify geometric figures	3 of 4	4
33. Measure/determine perimeters and areas	3 of 4	2
34. Estimate lengths and areas	3 of 4	2
35. Select appropriate metric or customary measures and units	3 of 4	3
36. Determine elapsed time	3 of 4	2

This student has mastered 18 out of 36 mathematic objectives and correctly answered 90 out of 144 items.

TOTAL NUMBER OF OBJECTIVES MASTERED (out of 36) = 18
NUMBER OF ITEMS CORRECT (out of 144) = 90
(Remedial Standard is 79 of 144 items correct)

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THE PSYCHOLOGICAL CORPORATION®
HARCOURT BRACE JOVANOVICH, INC.

CONNECTICUT MASTERY TESTING PROGRAM

GRADE 6 REPORT

LANGUAGE ARTS

TEACHER: L R
SCHOOL: B
DISTRICT: B DISTRICT

GRADE: 06
TEST DATE: 10/90
FORM: D

STUDENT OBJECTIVES ANALYSIS FOR

L R

OBJECTIVES TESTED	MASTERY CRITERIA NUMBER CORRECT	STUDENT SCORE
WRITING MECHANICS		
1. Capitalization and Punctuation	9 of 12	10
2. Spelling (words, homonyms, and abbreviations)	7 of 9	8
3. Agreement (verb tense, subject-object-verb, and pronoun referent)	11 of 15	10
4. Tone	3 of 4	4
STUDY SKILLS		
5. Locating Information (schedules, maps, indexes, glossaries, dictionaries)	8 of 11	6
6. Notetaking and Outlining	3 of 5	3
LISTENING COMPREHENSION		
7. Literal (understands the meanings of ideas clearly stated by a speaker)	4 of 6	5
8. Inferential and Evaluative (understands the meanings of ideas not clearly stated, but implied, by a speaker and is able to make critical judgments about them)	10 of 14	9
READING COMPREHENSION		
9. Literal (understands the meanings of ideas clearly stated within a passage)	6 of 8	7
10. Inferential (understands the meanings of ideas not stated, but implied, within a passage)	10 of 14	11
11. Evaluative (able to make critical judgments about statements and inferences within a passage)	10 of 14	6
TOTAL NUMBER OF OBJECTIVES MASTERED (out of 11) =		7

WRITING SAMPLE	STUDENT SCORE
Holistic Writing Score (Remedial Standard is 4 of 8)	2

This student has scored below the remedial standard on the Writing test. School district personnel will provide further diagnosis. If necessary, remedial help will be provided. Questions concerning these scores should be directed to this student's teacher or principal.

DEGREES OF READING POWER (DRP)™	STUDENT SCORE
DRP Units (Remedial Standard is 50 DRP Units Reading Goal is 56 DRP Units)	50

This student has scored below the reading goal for beginning sixth graders but at the remedial standard.

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THE PSYCHOLOGICAL CORPORATION®
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PARENT/STUDENT DIAGNOSTIC REPORT

Dear Parent:

Inside you will find the results of the Connecticut Mastery Test administered to your child earlier this fall. The test results help to show you and the school district's professional staff how well your child is performing on those skills identified by the State of Connecticut as important for students entering sixth grade to have mastered.

These tests are designed to determine the specific skill levels of students. The test results will be used to:

- provide your school with information for use in assessing the progress of individual students over time;
- provide your school with information based on which improvements in the general instructional program can be made; and
- provide information on appropriate basic skills remedial assistance for students so indicated.

Mastery testing will occur each fall in grades four, six, and eight for all students and in high school for those students for whom retesting is required.

If you have any questions about these test results, please ask your child's teacher(s). The teacher(s) will share with you other observations and recommendations based on experience in working with your son or daughter during the last several months.

Description of the Test

Mathematics: The mathematics test assesses thirty-six (36) specific objectives in four general areas of: (1) Conceptual Understandings; (2) Computational Skills; (3) Problem Solving/Applications; and (4) Measurement/Geometry. Test items evaluate a student's ability to: order, rename and round whole numbers; identify numerical equivalents; extend patterns; compute with whole numbers, decimals and fractions; estimate with whole numbers and money amounts; interpret tables, charts and graphs; solve problems involving whole numbers, money amounts and fractions; identify extraneous and needed information in problems; measure and estimate lengths and areas; and select appropriate measurement units.

Language Arts: The language arts test covers two general areas: Reading/Listening Comprehension, and Writing/Study Skills. There are eleven (11) objectives and two holistic measures, one in reading and one in writing.

The content of Reading/Listening Comprehension consists of narrative, expository, and persuasive passages on a variety of topics measuring a student's reading and listening ability in: (1) Literal Comprehension; (2) Inferential or Interpretive Comprehension; and (3) Evaluative or Critical Comprehension. Audio tapes are used to assess a student's listening comprehension ability. Also used is the "Degrees of Reading Power" (DRP) Test which includes eleven (11) passages and seventy-seven (77) test items. It is designed to measure a student's ability to understand nonfiction English prose on a graduated scale of reading difficulty.

The content of Writing/Study Skills consists of three components. First, writing skills are directly assessed. A student is asked to write on a designated topic. The writing is judged on the student's demonstrated ability to convey information in a coherent and organized fashion. Second, the test assesses the mechanics of good writing, which are defined as: (1) Capitalization and Punctuation; (2) Spelling (words, homonyms, and abbreviations); (3) Agreement; and (4) Tone. Finally the test assesses Study Skills, defined as Locating Information (schedules, maps, index/glossary references, and dictionary usage) and Outlining and Notetaking. This part of the test measures a student's ability to find and use information from listed sources, and to make notes from audio tapes.

APPENDIX H

Fall 1990 Grade Six

State by District Report:

Mathematics

CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 10/90

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS												COMPUTATIONAL SKILLS												PROBLEM SOLVING AND APPLICATIONS												MEASUREMENT AND GEOMETRY												TOTAL MATH	
order whole numbers less than 100,000	id place value and use expanded notation	rename whole numbers by regrouping	round whole numbers	multiply/divide numbers by 10 and 100	id equivalent fractions using pictures	convert mixed #s/improper fractions	identify decimals from pictures	extend number/attribute patterns	id procedure for making estimates	add/sub whole numbers and money amounts	know multiplication and division facts	multiply whole numbers & money amounts	divide whole numbers & money amounts	add/sub fractions-like denominators	find fractional parts of whole numbers	est sum/diff of whole #s and money	est prod/quot of whole #s and money	est sum/diff of fractions & mixed #s	interpret graphs, tables and charts	id graph best fitting given data	id number sentences from problems	solve 1-step probs-whole #s & money	solve problems involving making change	solve 1-step problems with fractions	solve 2-step probs-whole numbers & $	estimate reasonable answer	id and solve extraneous info problems	id needed information in problems	solve process problems - data organization	identify geometric figures	measure determine perimeters and areas	estimate lengths and areas	pick approp metric/cust measures & units	determine elapsed time	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis	

| DISTRICT | # OF STUDENTS TESTED | TOC | ERG | SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE | | | | | | | | | | | |

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 10/90

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS												COMPUTATIONAL SKILLS												PROBLEM SOLVING AND APPLICATIONS												MEASUREMENT AND GEOMETRY												TOTAL MATH	
id place value and use expanded notation	order whole numbers less than 100,000	rename whole numbers by regrouping	round whole numbers	multiply/divide numbers by 10 and 100	id equivalent fractions using pictures	convert mixed #'s/improper fractions	identify decimals from pictures	extend number/attribute patterns	id procedure for making estimates	add/sub whole numbers and money amounts	know multiplication and division facts	multiply whole numbers & money amounts	divide whole numbers by 1-digit numbers	add/sub fractions-like denominators	find fractional parts of whole numbers	est sum/diff of whole #'s and money	est prod/quot of whole #'s and money	est sum/diff of fractions & mixed #'s	interpret graphs, tables and charts	id graph best fitting given data	id number sentences from problems	solve 1-step probs involving change	solve 1-step probs whole #'s & money	solve 2-step probs involving making change	solve 2-step probs with fractions	estimate reasonable answer	id and solve extraneous info problems	id needed information in problems	solve process problems - data organization	identify geometric figures	measure/determine perimeters and areas	estimate lengths and areas	pick approp metric/cust measures & units	determine elapsed time	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis	
DISTRICT	# OF STUDENTS TESTED	TOC	ERG	SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																																									
CROMWELL	115	4	4	98	97	48	82	83	65	75	47	70	93	84	92	96	95	83	84	74	68	66	40	91	97	83	89	92	79	76	70	62	87	79	78	62	55	78	62	27.8	10
DANBURY	571	3	6	92	87	46	66	76	61	59	49	61	93	79	92	95	93	80	82	62	60	57	30	88	94	70	83	85	64	63	56	49	67	65	73	59	46	75	51	25.1	16
DARIEN	183	2	1	95	95	43	77	86	76	72	63	63	96	85	91	100	97	90	83	77	76	72	41	94	98	93	94	93	80	81	80	62	91	74	79	52	64	78	60	28.5	5
DEEP RIVER	53	6	5	96	98	34	68	72	53	64	55	40	94	77	92	96	94	89	60	72	53	66	30	89	98	75	89	91	66	68	68	43	91	81	79	66	58	81	58	26.1	9
DERBY	77	5	6	95	84	28	61	71	43	51	42	64	97	72	91	97	95	79	73	57	45	55	17	91	95	67	82	82	57	58	54	47	66	63	79	31	56	65	48	23.6	20
EASTFORD	23	6	3	91	83	30	43	65	74	61	39	70	100	65	74	100	83	70	78	57	52	39	26	83	91	74	83	78	61	65	57	52	78	61	57	35	48	91	52	23.7	22
EAST GRANBY	65	4	2	94	91	38	75	85	71	75	52	49	95	77	91	100	92	83	88	78	57	57	35	89	95	80	86	80	65	63	69	54	82	69	57	45	52	74	58	26.0	9
EAST HADDAM	82	5	4	99	98	61	83	83	70	72	49	62	96	87	95	99	98	87	84	65	68	67	34	90	100	89	90	95	74	74	68	52	73	72	57	59	54	89	46	27.4	4
EAST HAMPTON	127	5	3	98	94	63	79	71	76	74	55	64	96	90	93	97	97	91	91	76	67	66	38	93	97	94	94	98	79	79	72	65	88	85	76	76	68	74	61	28.6	5
EAST HARTFORD	358	2	6	96	87	41	70	84	56	68	55	64	96	81	93	96	97	84	83	66	61	58	31	90	95	77	83	84	66	64	58	44	70	69	68	52	43	72	47	25.5	11
EAST HAVEN	202	2	5	94	86	55	69	83	61	61	29	49	98	78	92	97	96	82	82	61	55	45	20	91	97	75	86	81	66	56	54	42	72	69	68	48	42	76	56	24.6	12
EAST LYME	196	4	2	95	92	36	66	73	67	59	43	47	95	78	83	95	92	71	77	66	54	53	31	95	95	86	89	86	69	70	60	58	76	73	69	59	58	81	65	25.6	13
EASTON	88	4	1	98	97	43	73	88	85	73	61	49	98	88	95	99	99	91	91	78	74	67	42	93	95	88	85	89	81	74	78	61	88	81	81	82	60	89	75	28.9	7
EAST WINDSOR	78	4	5	97	100	63	79	90	81	73	50	63	100	91	90	99	91	82	88	74	60	64	42	92	99	91	91	95	72	74	81	54	88	85	78	45	63	81	71	28.4	3
ELLINGTON	118	4	3	97	95	40	83	79	61	66	38	62	95	82	86	99	93	76	77	63	66	62	36	95	100	88	92	92	73	72	63	64	83	81	69	35	45	88	64	26.6	4
ENFIELD	440	3	5	97	94	58	64	79	70	64	51	51	97	87	92	99	95	87	86	67	59	56	32	92	98	82	90	88	69	63	62	53	79	71	83	64	55	80	55	26.7	7
ESSEX	62	6	4	95	94	37	77	85	61	58	40	68	98	85	97	97	97	84	77	67	69	62	44	94	97	85	89	94	73	71	68	68	82	76	87	51	52	70	59	27.0	8
FAIRFIELD	413	2	2	96	95	42	77	86	74	72	51	64	98	87	95	98	97	92	86	64	69	72	38	94	97	87	92	92	78	78	69	62	88	78	77	37	57	79	69	27.9	6
FARMINGTON	186	4	2	97	96	58	79	86	80	77	61	68	99	87	92	99	98	97	95	83	73	67	49	96	100	98	94	92	85	85	75	63	88	79	83	77	66	81	69	29.7	2
FRANKLIN	32	5	3	94	100	44	84	97	72	78	53	59	88	88	100	97	100	97	97	75	56	66	34	94	100	91	91	91	84	75	81	72	91	78	81	63	81	97	59	29.1	3
GLASTONBURY	325	4	2	98	94	38	80	81	62	61	46	51	95	82	91	97	93	85	82	68	63	62	37	89	94	82	85	83	70	68	62	60	79	75	80	36	57	82	63	26.3	12
GRANBY	125	4	2	94	95	40	75	86	67	51	38	70	98	87	90	96	93	78	81	60	63	48	33	90	95	86	87	84	74	69	62	53	81	78	78	45	60	78	51	26.2	7
GREENWICH	441	2	2	97	94	46	76	88	71	69	52	69	95	82	95	98	97	89	89	72	70	70	40	94	96	83	89	89	76	73	71	55	80	75	79	59	62	80	65	27.9	7
GRISWOLD	121	4	6	95	88	31	62	73	60	58	43	74	96	79	91	93	93	74	79	60	58	45	27	89	94	74	80	83	55	58	55	40	69	60	74	40	47	65	48	24.1	16
GROTON	458	3	4	93	85	25	60	77	50	53	36	42	91	71	84	95	90	76	74	43	44	45	25	88	93	75	81	82	59	59	50	41	72	63	64	32	44	72	49	22.9	19
GUILFORD	253	4	2	97	95	48	75	86	67	60	45	60	96	84	90	96	90	79	90	56	65	58	33	92	94	87	90	89	70	69	63	60	83	75	72	53	59	75	59	26.6	9
HAMDEN	380	2	4	94	94	29	71	79	52	59	51	53	92	72	84	97	93	82	84	52	54	53	28	88	94	77	84	85	62	62	58	44	74	66	72	47	47	67	57	24.6	16
HAMPTON	17	5	4	100	88	59	71	100	65	76	53	53	82	71	76	94	76	71	94	47	47	35	24	94	94	71	82	82	59	59	47	53	76	65	65	76	59	71	53	24.9	12

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 10/90

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS: order whole numbers less than 100,000 | id place value and use expanded notation | rename whole numbers by regrouping | round whole numbers | multiply/divide numbers by 10 and 100 | id equivalent fractions by 10 and 100 | convert equivalent fractions using pictures | convert mixed #s/improper fractions | identify decimals & mixed numbers | extend number/attribute patterns | id procedure for making estimates

COMPUTATIONAL SKILLS: add/sub whole numbers and money amounts | know multiplication and division facts | multiply whole numbers and money amounts | divide whole numbers & money amounts | add/sub fractions-like denominators | find fractional parts of whole numbers | est sum/diff of whole #s and money | est prod/quot of whole #s and money | est sum/diff of fractions & mixed #s and money

PROBLEM SOLVING AND APPLICATIONS: interpret graphs, tables and charts | id graph best fitting given data | id number sentences from problems | solve 1-step probs-whole #s & money | solve problems involving making change | solve 1-step problems with fractions | solve 2-step probs-whole numbers & $ | estimate reasonable answer | id and solve extraneous info problems | id needed information in problems | solve process problems - data organization

MEASUREMENT AND GEOMETRY: identify geometric figures | measure/determine perimeters and areas | estimate lengths and areas | pick approp metric/cust measures & units | determine elapsed time

TOTAL MATH: Average Number of Objectives Mastered | Percent of Students Needing Further Diagnosis

| DISTRICT | # OF STUDENTS TESTED | T O C | E R G | SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE | | |

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 10/90

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS: Id place value and use expanded notation; order whole numbers less than 100,000; rename whole numbers by regrouping; round whole numbers; multiply/divide numbers by 10 and 100; Id equivalent fractions using pictures; Id equivalent fractions & mixed numbers; convert mixed #'s/improper fractions; identify decimals from pictures; extend number/attribute patterns; Id procedure for making estimates

COMPUTATIONAL SKILLS: add/sub whole numbers and money amounts; know multiplication and division facts; multiply whole numbers and money amounts; divide whole numbers & money amounts; add/sub fractions-like denominators; find fractional parts of whole numbers; est sum/diff of whole #'s and money; est prod/quot of whole #'s and money; est sum/diff of fractions & mixed #'s and money

PROBLEM SOLVING AND APPLICATIONS: interpret graphs, tables and charts; Id graph best fitting given data; Id number sentences from problems; solve 1-step sentences from problems; solve problems involving making change; solve 1-step probs-whole #'s & money; solve 2-step probs with fractions; estimate reasonable answer; Id and solve extraneous info problems; Id needed information in problems; solve process problems - data organization

MEASUREMENT AND GEOMETRY: identify geometric figures; measure/determine perimeters and areas; estimate lengths and areas; pick approp metric/cust measures & units; determine elapsed time

TOTAL MATH: Average Number of Objectives Mastered; Percent of Students Needing Further Diagnosis

| DISTRICT | # OF STUDENTS TESTED | T O C | E R G | SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE | | |

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 10/90

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS												COMPUTATIONAL SKILLS												PROBLEM SOLVING AND APPLICATIONS												MEASUREMENT AND GEOMETRY					TOTAL MATH	
id place value and use expanded notation	rename whole numbers by regrouping	round whole numbers	multiply/divide numbers by 10 and 100	id equivalent fractions using pictures	convert mixed #'s/improper fractions	identify decimals from pictures	extend number/attribute patterns	id procedure for making estimates	add/sub whole numbers and money amounts	know multiplication and division facts	multiply whole numbers & money amounts	divide whole numbers by 1-digit numbers	add/sub fractions-like denominators	find fractional parts of whole numbers	est sum/diff of whole #'s and money	est prod/quot of whole #'s and money	est sum/diff of fractions & mixed #'s	interpret graphs, tables and charts	id graph best fitting given data	id number sentences from problems	solve 1-step probs-whole #'s & money	solve problems involving making change	solve 2-step probs with fractions	estimate reasonable answer	solve 2-step probs-whole numbers & $	id and solve extraneous info problems	id needed information in problems	solve process problems - data organization	identify geometric figures	measure/determine perimeters and areas	estimate lengths and areas	pick approp metric/cust measures & units	determine elapsed time	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
order whole numbers less than 100,000																																							

DISTRICT	# OF STUDENTS TESTED	TOC	ERG	SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																																					
SOMERS	101	4	3	95	94	33	69	89	75	72	61	54	96	85	87	99	97	89	83	62	55	55	34	93	93	81	91	87	61	70	61	60	85	68	75	40	56	70	61	26.4	10
SOUTHINGTON	424	3	5	99	96	63	83	90	73	77	60	72	97	88	93	99	97	92	89	74	72	71	38	95	98	90	92	90	78	74	68	61	84	79	86	65	61	86	67	29.0	4
SOUTH WINDSOR	286	2	2	97	93	44	82	90	71	77	63	65	96	86	90	98	93	87	86	68	65	66	45	92	95	84	90	89	72	75	70	54	80	76	74	53	58	66	56	27.5	8
SPRAGUE	35	4	5	91	74	11	43	49	26	20	11	37	86	63	80	86	69	43	54	23	34	11	14	89	89	63	60	69	37	37	20	26	46	54	63	20	34	74	40	17.5	43
STAFFORD	109	5	5	98	96	46	76	91	73	70	62	74	94	84	94	99	96	89	83	84	59	54	29	90	97	94	92	85	68	67	61	51	75	82	87	74	68	74	72	27.7	5
STAMFORD	759	1	6	89	82	29	64	76	45	52	37	51	91	64	86	95	91	74	77	57	47	44	25	78	88	66	74	79	53	51	49	35	59	56	64	37	36	58	44	22.0	28
STERLING	46	6	5	89	83	35	72	83	54	72	46	63	93	83	89	96	93	80	78	65	54	57	22	96	91	80	89	87	61	74	57	50	70	65	76	50	72	85	59	25.7	13
STONINGTON	157	4	5	97	97	52	76	89	69	52	52	71	96	83	94	98	94	85	88	68	63	62	39	93	98	82	92	91	65	69	61	50	79	69	77	56	55	85	58	27.1	6
STRATFORD	454	2	5	97	96	50	81	79	65	49	36	54	95	81	90	96	93	72	80	51	61	51	28	92	98	80	88	86	67	62	55	41	74	71	79	37	51	67	53	25.1	8
SUFFIELD	127	4	3	96	84	56	69	76	66	61	48	43	92	80	89	95	92	80	82	65	63	52	32	91	94	83	85	85	71	68	62	48	86	73	74	40	53	81	60	25.8	12
THOMASTON	75	4	5	95	91	33	77	77	56	63	57	59	93	85	80	99	92	71	80	57	49	59	29	88	92	79	87	87	71	68	61	48	85	72	68	27	51	84	57	25.3	17
THOMPSON	125	6	6	94	93	22	66	82	61	58	38	62	90	78	88	98	93	84	77	51	56	50	29	86	90	78	86	78	67	62	51	43	71	64	73	49	54	72	46	24.4	11
TOLLAND	171	5	3	98	95	41	79	89	78	73	55	65	95	90	90	99	95	85	85	65	58	54	35	91	98	85	88	86	76	70	70	58	86	76	90	36	54	82	58	27.3	6
TORRINGTON	315	3	6	96	91	39	74	81	58	63	41	59	92	78	89	98	95	83	81	65	53	55	33	89	95	78	81	86	61	61	55	44	75	67	70	45	49	78	54	25.1	14
TRUMBULL	345	2	2	98	88	37	73	83	73	74	52	63	98	88	90	98	94	83	86	67	61	58	33	93	97	85	90	89	72	72	64	55	86	79	73	55	57	86	62	27.1	3
UNION	5	6	5	100	100	20	80	100	80	100	0	80	100	100	100	100	100	80	100	100	100	80	0	80	100	100	80	100	80	100	80	100	60	100	100	80	40	60	80	80	29.6	0
VERNON	280	3	4	98	97	46	84	90	69	68	56	68	98	83	96	96	97	79	86	65	66	60	34	95	97	84	91	93	73	73	63	59	81	73	77	78	58	82	65	27.8	6
VOLUNTOWN	25	6	5	88	88	36	64	80	64	52	36	52	96	52	88	96	96	72	56	56	60	44	28	84	96	76	80	88	48	48	56	52	76	60	52	36	64	72	52	23.4	20
WALLINGFORD	438	3	5	95	92	27	70	73	47	54	28	53	94	76	89	99	93	83	83	57	60	56	23	92	97	82	89	88	69	65	59	50	72	70	75	33	51	70	53	24.7	10
WATERBURY	894	1	6	88	75	14	60	66	29	43	27	34	86	51	84	91	87	64	59	47	35	32	12	78	84	56	67	71	41	39	30	23	46	46	56	26	31	57	34	18.7	35
WATERFORD	169	4	4	93	91	41	71	80	68	70	53	49	93	75	91	98	91	84	78	77	62	53	34	94	96	80	92	93	75	70	63	56	75	75	83	57	53	80	60	26.5	10
WATERTOWN	238	2	5	99	91	43	69	82	63	70	51	58	97	84	96	99	99	90	88	58	64	62	24	92	99	82	92	92	67	72	67	53	79	79	71	45	54	79	55	26.7	5
WESTBROOK	50	6	4	98	90	54	78	92	74	34	54	56	100	94	88	100	92	66	88	58	64	46	34	90	100	94	92	94	82	70	58	58	78	80	64	28	56	82	54	26.4	2
WEST HARTFORD	489	2	2	95	94	50	77	84	68	70	46	65	93	80	90	98	93	83	85	67	63	60	40	93	95	82	89	86	72	72	66	55	84	74	77	48	54	69	62	26.8	10
WEST HAVEN	454	2	6	97	89	53	74	89	68	64	49	64	97	79	94	97	96	88	87	77	69	65	34	94	98	84	93	91	71	73	68	54	79	79	82	46	54	69	62	27.3	6
WESTON	107	5	1	98	93	37	79	83	65	71	46	67	94	83	89	99	96	83	90	75	66	58	39	93	98	90	93	87	76	72	57	61	91	85	85	38	66	85	64	27.5	3
WESTPORT	202	3	1	97	97	61	88	88	78	73	60	68	99	91	93	99	96	88	94	73	70	71	53	96	100	94	96	94	84	82	75	61	92	84	81	60	68	88	78	29.7	2
WETHERSFIELD	218	2	3	96	93	40	82	81	67	73	55	58	96	89	94	99	97	87	89	78	78	71	37	93	95	87	93	90	71	79	72	59	86	74	85	52	62	89	68	28.1	6

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 10/90

OBJECTIVES TESTED

DISTRICT	# OF STUDENTS TESTED	T O C	E R G	CONCEPTUAL UNDERSTANDINGS: order whole numbers less than 100,000	id place value and use expanded notation	rename whole numbers by regrouping	round whole numbers	multiply/divide numbers by 10 and 100	id equivalent fractions using pictures	convert mixed #s/improper fractions & mixed numbers	identify decimals from pictures	extend number/attribute patterns	id procedure for making estimates	COMPUTATIONAL SKILLS: add/sub whole numbers and money amounts	know multiplication and division facts	multiply whole numbers & money amounts	divide whole numbers by 1-digit numbers	add/sub fractions-like denominators	find fractional parts of whole numbers	est sum/diff of whole #s and money	est prod/quot of whole #s and money	est sum/diff of fractions & mixed #s	interpret graphs, tables and charts	PROBLEM SOLVING AND APPLICATIONS: id graph best fitting given data	id number sentences from problems	solve 1-step probs-whole #s & money	solve 1-step problems involving making change	solve 2-step probs-whole numbers with fractions	estimate reasonable answers	id and solve extraneous info problems	id needed information in problems	solve process problems	MEASUREMENT AND GEOMETRY: identify geometric figures - data organization	measure/determine perimeters and areas	estimate lengths and areas	pick approp metric/cust measures & units	determine elapsed time	TOTAL MATH: Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
				SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																																	
WILLINGTON	64	5	4	97	84	80	77	81	84	56	67	61	98	73	88	98	75	56	83	70	56	44	47	89	94	81	80	81	69	53	47	44	78	72	72	53	63	83	73	26.1	13
WILTON	183	4	1	94	95	72	79	88	84	69	69	64	97	84	83	96	91	68	89	75	64	58	48	98	98	90	92	92	85	77	73	58	89	84	74	49	63	73	71	28.3	5
WINCHESTER	106	6	5	95	92	25	72	83	58	71	40	51	95	78	91	95	90	75	84	52	59	57	28	91	90	75	89	82	61	56	53	52	76	64	67	32	54	64	57	24.5	13
WINDHAM	216	6	6	90	89	37	66	67	44	37	25	46	87	75	82	91	84	55	78	35	41	30	26	80	89	63	75	80	56	50	44	36	59	62	68	33	39	63	42	21.2	27
WINDSOR	323	2	4	98	94	43	76	87	65	66	65	56	96	75	94	99	97	92	78	63	60	61	34	90	96	78	86	87	72	67	66	48	78	66	79	55	53	73	53	26.5	12
WINDSOR LOCKS	108	4	5	100	95	34	81	94	56	78	51	62	98	88	94	100	96	93	88	68	58	59	31	94	98	84	93	92	74	69	61	48	83	73	85	56	47	89	60	27.3	4
WOLCOTT	176	2	5	97	95	46	79	85	68	60	53	58	93	86	94	99	97	90	84	68	61	62	32	91	95	78	90	88	66	68	55	44	75	68	75	47	47	77	52	26.3	7
WOODBRIDGE	114	4	1	96	96	53	85	91	81	79	78	76	95	89	96	98	96	90	84	69	65	65	46	98	98	92	96	92	82	82	75	66	89	80	75	66	65	84	64	29.3	1
WOODSTOCK	80	6	3	95	93	36	74	81	66	58	49	51	91	75	84	94	88	73	74	48	54	50	38	89	85	73	78	83	64	63	49	49	73	59	64	55	68	73	56	24.5	20
REG. DIST. NO. 06	70	6	4	97	99	46	69	93	76	73	76	57	96	86	94	100	97	87	83	69	53	66	31	91	99	84	90	93	70	74	61	50	80	86	61	57	56	80	63	27.4	6
REG. DIST. NO. 10	149	5	3	97	99	55	81	81	69	54	45	53	98	85	91	95	94	85	89	62	64	52	36	95	99	81	92	87	72	72	58	59	82	73	74	55	56	79	61	26.8	5
REG. DIST. NO. 12	57	6	2	96	95	28	77	75	67	60	51	63	98	84	93	96	95	82	84	61	63	56	33	91	96	86	93	88	75	77	72	63	86	74	65	51	67	93	56	26.9	4
REG. DIST. NO. 13	131	5	3	93	92	29	69	82	47	53	34	39	97	75	89	95	92	79	81	44	59	52	24	89	93	78	88	84	64	53	44	43	76	67	74	25	48	76	53	23.8	8
REG. DIST. NO. 14	113	4	2	99	90	50	77	88	61	73	42	50	98	79	91	95	92	77	86	55	54	56	37	90	96	81	88	81	58	65	56	41	75	75	72	35	55	65	58	25.4	12
REG. DIST. NO. 15	208	4	3	99	95	44	82	85	64	74	48	63	99	86	97	99	99	90	92	70	75	71	34	95	97	93	94	95	77	78	71	63	89	79	84	64	60	83	62	28.5	2
REG. DIST. NO. 16	152	4	5	98	97	35	66	76	50	49	34	54	96	78	86	96	91	73	77	55	47	45	28	88	95	74	80	82	58	53	45	41	72	64	71	57	46	84	53	24.0	15
REG. DIST. NO. 17	123	6	3	97	94	73	80	76	85	46	47	59	98	86	76	98	76	58	85	61	55	42	41	87	94	88	92	83	79	59	59	52	85	78	58	41	61	79	63	25.9	4
REG. DIST. NO. 18	98	6	2	97	98	42	81	78	70	72	52	65	100	82	95	97	97	83	91	67	64	58	46	93	99	93	93	92	71	73	66	58	88	80	72	39	56	82	64	27.6	4

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 10/90

OBJECTIVES TESTED

DISTRICT	# OF STUDENTS TESTED	T O C	E R G	CONCEPTUAL UNDERSTANDINGS: order whole numbers less than 100,000	id place value and use expanded notation	rename whole numbers	round whole numbers	multiply/divide numbers by 10 and 100	id equivalent fractions using pictures	id equivalent fractions & mixed numbers	convert mixed #'s/improper fractions	identify decimals from pictures	extend number/attribute patterns	id procedure for making estimates	COMPUTATIONAL SKILLS: add/sub whole numbers and money amounts	know multiplication and division facts	multiply whole numbers and money amounts	divide whole numbers & money amounts	add/sub fractions-like denominators	find fractional parts of whole numbers	est sum/diff of whole #'s and money	est prod/quot of whole #'s and money	est sum/diff of fractions & mixed #'s	interpret graphs, tables and charts	id graph best fitting given data	id number sentences from problems	solve 1-step probs-whole #'s & money	solve problems involving making change	solve 2-step probs with fractions	estimate reasonable answer	id and solve extraneous info problems	id needed information in problems	solve process problems - data organization	identify geometric figures	measure/determine perimeters and areas	estimate lengths and areas	pick approp metric/cust measures & units	determine elapsed time	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
TOC 1 TOTAL	5886			88	79	19	53	67	27	41	24	37	84	56	84	93	88	66	69	44	36	34	14	75	85	51	67	74	41	37	33	23	43	43	59	25	28	48	30	18.7	36
TOC 2 TOTAL	6733			96	93	45	75	84	66	67	51	61	96	82	91	98	95	85	85	66	64	61	35	92	96	82	89	88	70	69	64	51	79	73	76	48	54	74	59	26.6	9
TOC 3 TOTAL	7504			94	89	39	68	76	55	57	40	54	93	75	87	96	91	77	81	56	53	51	28	87	94	75	83	83	62	59	53	44	70	65	72	44	47	69	52	24.2	17
TOC 4 TOTAL	6336			96	94	45	75	84	67	66	50	58	96	83	90	97	94	83	84	65	61	58	36	92	96	84	89	88	72	71	64	55	81	74	78	51	55	79	61	26.7	9
TOC 5 TOTAL	3412			97	93	48	75	85	70	65	49	61	95	83	92	98	94	83	86	67	62	59	35	92	97	85	91	88	73	70	65	56	82	76	77	50	57	79	60	27.0	7
TOC 6 TOTAL	2496			95	93	43	73	79	64	59	43	56	95	81	88	96	92	76	83	59	55	51	33	90	95	79	86	85	68	65	57	50	77	70	69	44	54	77	55	25.3	12
ERG 1 TOTAL	2005			97	96	56	80	88	79	74	62	68	97	88	92	98	96	87	89	77	70	66	47	95	98	90	93	91	81	78	73	63	88	81	81	61	64	83	69	28.9	4
ERG 2 TOTAL	5369			96	94	47	76	85	70	68	50	60	97	84	92	97	94	85	87	66	64	62	38	93	96	86	90	88	75	73	67	57	84	76	77	50	58	78	63	27.2	7
ERG 3 TOTAL	3596			96	93	42	76	81	66	65	50	56	96	82	90	97	94	84	84	64	61	57	33	92	96	84	89	88	71	69	63	54	81	72	76	47	56	77	60	26.4	9
ERG 4 TOTAL	4819			96	92	44	73	84	64	64	51	58	95	80	90	97	93	79	84	62	59	56	33	91	96	81	87	88	69	67	61	50	78	71	75	51	52	75	57	26.1	11
ERG 5 TOTAL	4361			96	93	44	72	81	62	62	44	57	95	81	91	97	94	82	82	61	59	56	29	91	96	80	88	87	67	65	59	49	76	72	75	45	52	77	56	25.7	10
ERG 6 TOTAL	7984			92	85	33	64	72	49	53	35	52	91	70	86	95	91	74	77	54	48	46	24	84	91	69	78	80	56	54	48	38	63	60	68	38	41	65	45	22.7	22
ERG 7 TOTAL	4233			88	79	18	58	66	23	39	20	35	83	55	84	93	88	65	70	42	35	33	13	73	85	48	65	74	39	34	30	20	48	40	60	22	25	44	26	18.1	37
STATE TOTAL	32367			94	90	39	69	79	57	59	42	54	93	76	89	96	92	78	81	59	55	52	30	87	94	75	83	84	64	61	55	45	71	66	72	43	48	70	52	24.6	15

SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE

APPENDIX I

Fall 1990 Grade Six

State by District Report:

Language Arts

STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6

TEST DATE: 10/90

DISTRICT	# OF STUDENTS TESTED	TOC	ERG	WRITING MECHANICS: capitalization and punctuation	WRITING MECHANICS: spelling (words/homonyms/abbreviations)	WRITING MECHANICS: agreement	WRITING MECHANICS: tone	STUDY SKILLS: locating information	STUDY SKILLS: notetaking and outlining	LISTENING COMPREHENSION: literal	LISTENING COMPREHENSION: inferential and evaluative	READING COMPREHENSION: literal	READING COMPREHENSION: inferential	READING COMPREHENSION: evaluative	TOTAL LANGUAGE ARTS: Average Number of Objectives Mastered	DEGREES OF READING POWER (DRP): Below 50	DEGREES OF READING POWER (DRP): 50-55	DEGREES OF READING POWER (DRP): 56+	DEGREES OF READING POWER (DRP): Average DRP Score	DEGREES OF READING POWER (DRP): % of Students Needing Further Diagnosis	WRITING SAMPLE: 2	WRITING SAMPLE: 3	WRITING SAMPLE: 4	WRITING SAMPLE: 5	WRITING SAMPLE: 6	WRITING SAMPLE: 7	WRITING SAMPLE: 8	WRITING SAMPLE: Average Holistic Score	WRITING SAMPLE: % of Students Needing Further Diagnosis
MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)																													
				SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																									
ANDOVER	27	4	3	56	81	93	89	89	89	93	96	67	74	81	9.1	26	15	59	58	26	15	26	44	4	4	4	4	3.8	41
ANSONIA	152	5	6	49	83	75	83	85	77	73	79	60	55	61	7.8	17	20	63	58	17	1	1	19	24	34	14	6	5.6	2
ASHFORD	50	6	4	54	76	88	92	96	88	62	78	68	74	66	8.4	20	12	68	61	20	2	0	28	32	24	14	0	5.2	2
AVON	166	4	1	89	88	93	92	95	93	83	88	79	80	75	9.5	7	9	84	65	7	3	10	24	34	20	8	1	4.8	13
BARKHAMSTED	47	6	3	74	83	98	91	94	100	87	98	85	81	79	9.7	6	6	87	65	6	2	9	32	30	15	11	2	4.9	11
BERLIN	188	4	3	68	86	92	94	95	86	74	81	74	65	68	8.8	10	12	78	63	10	4	18	41	18	11	6	2	4.4	22
BETHANY	74	4	2	65	86	92	92	95	92	89	96	70	72	76	9.2	11	14	76	63	11	0	0	18	31	26	18	8	5.7	0
BETHEL	247	4	4	67	89	87	88	93	91	84	86	77	71	78	9.1	12	19	69	61	12	5	15	32	25	15	6	2	4.6	20
BLOOMFIELD	162	2	4	49	89	73	79	78	72	66	71	58	54	56	7.5	30	21	49	54	30	15	16	31	20	12	2	2	4.1	31
BOLTON	50	4	2	72	86	92	92	92	96	90	98	80	74	78	9.4	10	20	70	63	10	4	10	53	18	10	0	4	4.4	14
BOZRAH	26	5	3	68	96	92	96	88	88	80	92	84	80	68	9.3	20	12	68	60	20	4	15	38	15	19	4	4	4.6	19
BRANFORD	207	4	4	75	90	88	91	90	93	83	87	79	78	75	9.3	9	13	78	64	9	2	9	33	23	15	14	4	5.0	11
BRIDGEPORT	1456	1	7	40	80	49	71	67	55	53	41	39	28	27	5.5	53	21	25	48	53	10	16	36	21	11	4	1	4.3	26
BRISTOL	543	3	6	62	86	86	85	90	84	77	79	69	62	65	8.4	22	18	61	58	22	6	14	32	21	17	6	3	4.6	20
BROOKFIELD	176	4	2	73	86	90	87	87	86	81	78	72	73	73	8.9	13	16	72	61	13	5	17	32	28	9	7	1	4.4	23
BROOKLYN	81	6	5	54	73	84	77	77	75	77	72	58	59	58	7.6	19	19	63	58	19	9	19	33	12	16	6	5	4.5	27
CANAAN	9	6	4	44	89	89	100	89	89	100	67	78	67	89	9.0	11	22	67	62	11	0	11	11	22	44	11	0	5.3	11
CANTERBURY	83	6	3	61	82	92	90	93	90	77	86	64	65	77	8.8	18	22	60	58	18	8	24	36	17	7	7	0	4.1	33
CANTON	100	4	2	81	82	96	90	94	94	89	90	83	78	83	9.6	9	11	80	64	9	1	9	32	28	19	8	3	4.9	10
CHAPLIN	29	6	5	59	76	72	90	93	86	79	72	48	48	45	7.7	28	41	31	54	28	0	7	38	31	17	0	7	4.9	7
CHESHIRE	292	2	2	73	86	90	85	90	93	85	88	78	73	81	9.2	13	10	77	63	13	3	11	27	24	17	11	6	5.0	14
CHESTER	34	6	3	68	59	85	82	85	88	88	85	70	76	76	8.7	15	15	70	61	15	3	18	29	21	24	6	0	4.6	21
CLINTON	152	5	4	72	89	94	89	94	90	73	86	70	64	64	8.9	16	13	71	60	16	1	10	30	23	18	15	3	5.1	11
COLCHESTER	132	5	5	70	78	88	91	86	82	81	81	65	66	73	8.6	14	20	66	59	14	2	2	39	28	18	8	2	4.9	5
COLEBROOK	13	6	3	62	69	85	77	85	85	85	92	69	62	69	8.4	15	15	69	58	15	0	15	31	31	23	0	0	4.6	15
COLUMBIA	68	5	3	66	76	88	91	85	84	78	90	72	59	69	8.6	15	13	72	61	15	3	7	29	26	16	9	9	5.1	10
CORNWALL	11	6	3	73	100	100	100	100	100	100	100	100	100	100	10.7	0	9	91	77	0	0	0	27	18	18	27	9	5.7	0
COVENTRY	118	4	3	58	73	86	85	82	87	91	81	76	69	69	8.6	17	14	69	60	17	9	8	46	15	15	4	3	4.4	17

STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6

TEST DATE: 10/90

OBJECTIVES TESTED

WRITING MECHANICS: capitalization and punctuation; spelling (words/homonyms/abbreviations); agreement; tone

STUDY SKILLS: locating information; notetaking and outlining

LISTENING COMPREHENSION: literal; inferential and evaluative

READING COMPREHENSION: literal; inferential; evaluative

TOTAL LANGUAGE ARTS: Average Number of Objectives Mastered

DEGREES OF READING POWER (DRP): Below 50; 50-55; 56+; Average DRP Score; % of Students Needing Further Diagnosis

WRITING SAMPLE: 2; 3; 4; 5; 6; 7; 8; Average Holistic Score; % of Students Needing Further Diagnosis

MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)

DISTRICT	# OF STUDENTS TESTED	TOC	ENG	SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																						
CROMWELL	115	4	4	60	86	86	89	95	86	69	74	81	74	74	8.7	12	22	66	62	12	0	1	26	27	27	15	4	5.4	1
DANBURY	571	5	6	60	80	76	83	82	78	72	70	66	61	59	7.9	26	19	55	55	26	7	13	33	23	15	5	3	4.5	21
DARIEN	183	2	1	83	88	95	93	94	90	87	90	80	82	81	9.6	12	9	79	62	12	3	5	24	21	25	15	6	5.3	8
DEEP RIVER	53	6	5	51	91	89	92	91	85	85	85	77	74	75	8.9	11	17	72	60	11	0	4	32	17	28	13	6	5.3	4
DERBY	77	5	6	58	78	91	82	83	84	78	67	64	58	51	7.9	29	8	63	56	29	9	17	34	22	12	5	1	4.3	26
EASTFORD	23	6	3	44	88	83	94	89	88	75	75	56	75	69	8.3	29	19	52	54	29	26	26	9	26	9	4	0	3.8	52
EAST GRANBY	65	4	2	71	86	88	89	91	92	75	88	72	77	71	9.0	14	5	82	62	14	17	11	43	8	17	5	0	4.1	28
EAST HADDAM	82	5	4	74	89	93	91	91	89	82	94	77	71	74	9.3	13	15	72	61	13	1	5	44	16	15	16	2	5.0	6
EAST HAMPTON	127	5	3	68	87	86	93	91	85	86	87	72	64	72	8.9	13	17	70	61	13	9	8	30	25	19	8	2	4.7	17
EAST HARTFORD	358	2	6	59	82	83	85	87	84	67	67	72	62	57	8.1	19	20	61	58	19	4	8	41	24	14	7	1	4.6	13
EAST HAVEN	202	2	5	61	85	83	84	87	82	61	75	69	66	63	8.2	14	22	64	59	14	4	8	41	22	17	3	3	4.6	13
EAST LYME	196	4	2	63	85	87	85	88	88	80	78	76	67	71	8.7	14	12	74	61	14	3	10	38	24	19	5	2	4.7	13
EASTON	88	4	1	70	88	90	93	95	93	80	83	73	80	82	9.3	8	10	82	64	8	1	2	8	18	31	24	16	6.1	3
EAST WINDSOR	78	4	5	83	85	90	94	94	88	87	90	74	76	78	9.4	10	10	79	63	10	3	8	33	22	17	13	5	5.0	10
ELLINGTON	118	4	3	64	85	91	87	93	91	88	88	77	75	74	9.1	13	10	77	63	13	3	8	25	34	17	10	3	5.0	10
ENFIELD	441	3	5	62	85	90	92	93	91	77	83	70	66	69	8.8	11	15	74	61	11	6	9	36	24	15	7	3	4.7	15
ESSEX	62	6	4	69	82	93	92	95	93	82	87	70	74	77	9.1	10	2	89	66	10	0	3	10	16	26	35	10	6.1	3
FAIRFIELD	413	2	2	71	85	91	92	92	93	82	87	79	76	74	9.2	11	12	77	63	11	2	5	30	25	18	14	7	5.2	7
FARMINGTON	184	4	2	79	92	97	93	95	98	83	92	84	81	82	9.8	3	10	86	65	3	0	4	16	33	28	13	6	5.5	4
FRANKLIN	33	5	3	52	91	94	94	91	94	76	94	70	73	88	9.2	6	21	73	62	6	0	16	25	25	19	9	6	5.0	16
GLASTONBURY	325	4	2	62	82	88	91	87	83	76	80	78	73	69	8.7	18	13	69	59	18	6	13	35	22	14	8	2	4.6	19
GRANBY	125	4	2	69	92	90	89	93	94	90	84	74	77	76	9.3	10	14	76	63	10	0	0	7	23	26	26	18	6.2	8
GREENWICH	446	2	2	61	86	89	89	89	87	77	83	73	73	70	8.8	15	13	72	61	15	2	4	15	22	33	15	9	5.6	6
GRISWOLD	118	4	6	64	86	82	86	82	77	65	67	70	62	56	8.0	29	19	52	54	29	3	21	48	19	6	3	0	4.1	24
GROTON	458	3	4	63	80	83	88	84	84	73	73	57	55	59	8.0	27	19	54	55	27	16	19	41	13	7	3	2	3.9	35
GUILFORD	253	4	2	69	84	88	90	93	90	83	82	77	75	74	9.1	15	15	71	61	15	5	5	29	22	23	11	5	5.1	9
HAMDEN	381	2	4	67	87	84	85	89	86	72	76	74	70	67	8.5	19	22	59	58	19	6	16	32	22	15	6	3	4.5	22
HAMPTON	17	5	4	65	69	76	88	82	100	94	81	56	69	75	8.6	19	25	56	57	19	6	0	47	29	12	6	0	4.6	6

BEST COPY AVAILABLE

STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6

TEST DATE: 10/90

DISTRICT	# OF STUDENTS TESTED	TOC	ERG	Writing Mechanics: capitalization and punctuation	Writing Mechanics: spelling (words/homonyms/abbreviations)	Writing Mechanics: agreement	Writing Mechanics: tone	Study Skills: locating information	Study Skills: notetaking and outlining	Listening Comprehension: literal	Listening Comprehension: inferential and evaluative	Reading Comprehension: literal	Reading Comprehension: inferential	Reading Comprehension: evaluative	Total Language Arts: Average Number of Objectives Mastered	DRP: Below 50	DRP: 50-55	DRP: 56+	DRP: Average DRP Score	Writing Sample: % of Students Needing Further Diagnosis	Writing Sample: 2	Writing Sample: 3	Writing Sample: 4	Writing Sample: 5	Writing Sample: 6	Writing Sample: 7	Writing Sample: 8	Writing Sample: Average Holistic Score	Writing Sample: % of Students Needing Further Diagnosis
MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)																													
				SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																									
HARTFORD	1569	1	7	36	73	47	70	62	54	45	41	44	33	27	5.3	55	21	25	48	55	17	25	34	14	7	2	1	3.8	42
HARTLAND	18	6	3	89	78	89	100	94	100	67	94	89	83	61	9.4	6	6	89	63	6	0	11	61	17	6	6	0	4.3	11
HEBRON	94	5	2	80	88	93	93	97	100	91	96	84	86	87	9.9	6	9	85	65	6	3	7	48	23	13	5	0	4.5	11
KENT	31	6	4	67	87	90	97	87	97	84	87	73	67	77	9.2	3	16	81	63	3	0	3	26	26	35	3	6	5.3	3
KILLINGLY	194	6	6	71	80	81	80	82	86	79	80	65	60	65	8.3	20	22	58	57	20	7	14	32	23	17	4	4	4.6	21
LEBANON	74	6	4	59	77	89	84	95	93	82	85	67	69	76	8.8	11	11	78	63	11	0	11	25	29	30	5	0	4.9	11
LEDYARD	223	4	2	72	88	93	83	90	91	87	89	87	77	81	9.4	8	13	78	63	8	4	7	31	28	19	10	0	4.8	12
LISBON	61	4	5	61	73	82	87	85	88	75	82	82	72	77	8.6	17	18	65	60	17	7	12	36	22	19	2	2	4.5	19
LITCHFIELD	94	6	3	71	93	96	94	93	89	85	96	81	78	82	9.6	7	12	81	66	7	7	9	26	25	22	9	3	4.9	15
MADISON	195	5	2	65	86	90	89	92	94	88	88	85	77	77	9.3	10	10	80	64	10	7	8	28	23	22	8	4	4.8	15
MANCHESTER	458	3	4	70	81	88	90	91	89	79	85	81	79	76	9.1	9	13	78	63	9	1	16	30	29	14	8	3	4.7	17
MANSFIELD	115	6	4	66	81	92	94	95	96	77	82	74	74	69	9.0	16	17	67	61	16	3	11	23	17	15	13	18	5.4	14
MARLBOROUGH	75	5	2	79	86	92	93	89	97	78	92	88	79	77	9.5	13	7	80	63	13	7	17	36	21	13	4	1	4.3	24
MERIDEN	586	3	6	45	79	68	79	74	76	67	67	59	53	52	7.2	27	19	53	55	27	14	21	35	19	8	3	1	4.0	34
MIDDLETOWN	325	3	6	67	87	80	85	87	77	69	68	61	55	53	7.9	34	18	48	54	34	19	20	34	17	6	2	2	3.9	39
MILFORD	445	3	4	72	86	86	84	89	89	80	85	71	62	64	8.7	22	15	63	58	22	6	10	34	19	15	10	7	4.8	15
MONROE	252	4	2	67	83	88	92	89	84	72	75	77	67	72	8.7	24	17	60	57	24	1	10	29	26	15	11	8	5.1	11
MONTVILLE	228	4	5	72	90	89	87	88	88	76	68	72	65	69	8.6	19	18	63	58	19	3	14	30	28	14	7	4	4.7	17
NAUGATUCK	325	2	6	63	82	84	84	84	84	73	65	56	51	56	7.8	29	18	54	55	29	7	14	42	18	15	3	1	4.3	21
NEW BRITAIN	485	3	6	41	75	62	74	69	61	52	48	40	27	28	5.8	53	20	27	47	53	18	29	40	8	4	1	1	3.6	47
NEW CANAAN	189	2	1	69	85	90	93	90	92	85	87	81	73	77	9.2	16	10	74	62	16	1	4	27	22	21	16	10	5.4	5
NEW FAIRFIELD	168	4	2	66	83	90	90	89	92	80	82	74	65	74	8.9	19	16	65	60	19	4	11	29	24	16	12	3	4.8	16
NEW HARTFORD	61	5	3	74	90	95	93	93	93	84	89	85	85	87	9.7	11	11	77	63	11	11	15	23	18	15	3	15	4.8	26
NEW HAVEN	1219	1	7	33	75	52	69	62	54	47	41	35	27	28	5.3	62	16	22	46	62	18	25	34	15	6	1	0	3.7	43
NEWINGTON	286	2	3	67	89	88	85	91	89	78	84	69	66	66	8.7	15	16	69	60	15	5	8	42	22	16	5	2	4.6	13
NEW LONDON	228	3	6	44	81	62	73	71	64	63	58	47	38	44	6.5	47	18	35	50	47	15	17	24	18	17	7	2	4.3	32
NEW MILFORD	274	5	4	68	80	87	89	91	89	72	81	76	68	76	8.8	19	17	64	59	19	8	8	32	27	18	7	1	4.6	16
NEWTOWN	254	5	2	67	84	94	93	93	95	87	91	82	80	83	9.5	9	10	81	64	9	3	7	36	31	15	7	2	4.8	9

STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6

TEST DATE: 10/90

DISTRICT	# OF STUDENTS TESTED	TOC	ERG	OBJECTIVES TESTED: WRITING MECHANICS — capitalization and punctuation	spelling (words/homonyms/abbreviations)	agreement	tone	STUDY SKILLS — locating information	notetaking and outlining	LISTENING COMPREHENSION — literal	inferential and evaluative	READING COMPREHENSION — literal	inferential	evaluative	TOTAL LANGUAGE ARTS — Average Number of Objectives Mastered	DEGREES OF READING POWER (DRP) — Below 50	50-55	56+	Average DRP Score	WRITING SAMPLE — % of Students Needing Further Diagnosis	2	3	4	5	6	7	8	Average Holistic Score	% of Students Needing Further Diagnosis
MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)																												
SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																												
NORFOLK	20	6	4	75	70	85	75	75	95	75	75	70	65	60	8.2	15	10	75	60	15	0	5	50	20	15	10	0	4.8	5
NORTH BRANFORD	176	4	3	67	85	86	90	90	87	72	74	60	59	60	8.3	15	19	66	60	15	3	9	38	27	17	5	2	4.7	12
NORTH CANAAN	36	6	4	53	67	81	92	81	92	86	61	58	75	64	8.1	17	8	75	58	17	8	8	25	14	28	3	14	5.1	17
NORTH HAVEN	229	2	3	63	83	92	92	92	88	81	82	75	75	68	8.9	10	17	72	62	10	4	13	32	25	20	5	1	4.6	17
NORTH STONINGTON	57	5	3	74	86	84	91	93	93	82	91	84	75	75	9.3	23	11	67	60	23	5	11	46	14	16	4	5	4.6	16
NORWALK	621	3	6	49	79	69	76	73	74	62	58	53	47	44	6.9	43	19	39	51	43	14	19	30	19	13	4	1	4.1	33
NORWICH	354	3	6	67	84	84	89	89	85	74	76	75	68	69	8.6	22	16	62	57	22	7	20	34	19	14	3	2	4.3	27
OLD SAYBROOK	105	5	4	70	84	92	88	93	90	88	89	77	65	72	9.1	11	10	78	61	11	12	16	35	19	7	12	0	4.3	28
ORANGE	160	2	1	73	88	95	96	94	94	78	86	83	79	80	9.5	15	9	76	63	15	1	4	32	30	18	11	4	5.1	5
OXFORD	109	5	3	62	75	91	87	89	94	86	83	67	72	69	8.7	16	17	67	59	16	6	17	28	25	16	9	0	4.6	23
PLAINFIELD	199	6	6	49	71	68	79	77	75	70	61	51	49	51	7.8	42	21	37	50	42	17	26	30	18	6	2	1	3.8	44
PLAINVILLE	174	4	5	65	80	81	83	87	86	70	74	58	60	57	8.0	23	19	58	56	23	8	22	29	21	11	8	1	4.3	30
PLYMOUTH	129	2	5	63	84	78	81	81	80	74	84	60	53	57	7.9	26	19	56	55	26	4	11	42	28	9	5	0	4.4	15
POMFRET	53	6	4	64	83	89	92	87	91	85	96	75	74	77	9.1	17	11	72	60	17	9	13	30	21	9	13	4	4.6	23
PORTLAND	80	5	4	76	91	94	89	94	95	89	88	81	61	81	9.4	9	18	74	63	9	5	11	34	20	16	6	8	4.8	16
PRESTON	56	4	5	59	86	89	82	82	82	84	91	75	73	79	8.8	20	11	70	58	20	20	27	29	13	9	2	2	3.8	46
PUTNAM	86	6	6	57	76	81	90	91	83	76	71	65	60	58	8.1	30	24	45	54	30	8	19	43	15	9	5	1	4.2	27
REDDING	80	5	1	63	85	93	95	91	93	89	91	79	79	83	9.4	14	15	71	61	14	9	16	23	25	16	9	3	4.6	25
RIDGEFIELD	241	5	1	73	94	92	94	96	97	90	90	78	80	80	9.6	6	9	85	66	6	0	4	22	23	30	14	7	5.5	5
ROCKY HILL	136	4	4	73	88	90	90	91	90	82	88	80	76	79	9.3	13	11	76	62	13	4	15	29	21	19	8	4	4.8	18
SALEM	50	5	4	67	84	88	84	88	92	73	82	63	57	73	8.5	14	24	62	60	14	0	0	24	31	16	27	2	5.5	0
SALISBURY	30	6	4	77	83	93	93	97	93	83	83	87	80	80	9.5	0	27	73	64	0	20	0	37	23	10	10	0	4.3	20
SCOTLAND	12	6	5	58	92	75	75	83	83	58	67	50	67	58	7.7	25	17	58	54	25	36	9	36	9	0	9	0	3.5	45
SEYMOUR	135	5	5	61	88	85	86	91	88	87	90	63	64	67	8.7	13	13	75	62	13	4	4	39	21	16	10	4	4.9	9
SHARON	17	6	4	59	82	94	82	94	88	76	82	82	71	76	8.9	12	6	82	63	12	6	0	29	29	0	29	6	5.3	6
SHELTON	337	3	3	62	84	87	88	90	87	81	73	73	67	68	8.6	15	18	67	59	15	4	11	31	22	17	8	6	4.9	15
SHERMAN	22	6	2	73	82	95	91	95	95	77	95	82	73	64	9.2	9	14	77	61	9	9	32	32	14	9	5	0	4.8	41
SIMSBURY	290	4	1	73	87	93	93	91	93	86	91	81	82	83	9.5	3	9	87	67	3	2	5	31	23	21	11	7	5.2	7

STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6

TEST DATE: 10/90

MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)

DISTRICT	# OF STUDENTS TESTED	TOC	ERG	OBJECTIVES TESTED: WRITING MECHANICS — capitalization and punctuation	spelling (words/homonyms/abbreviations)	agreement	tone	STUDY SKILLS — locating information	notetaking and outlining	LISTENING COMPREHENSION — literal	inferential and evaluative	READING COMPREHENSION — literal	inferential	evaluative	TOTAL LANGUAGE ARTS — Average Number of Objectives Mastered	DEGREES OF READING POWER (DRP) — Below 50	50-55	56+	Average DRP Score	% of Students Needing Further Diagnosis	WRITING SAMPLE — 2	3	4	5	6	7	8	Average Holistic Score	% of Students Needing Further Diagnosis
SOMERS	103	4	3	70	85	87	91	88	92	86	80	71	67	70	8.9	18	17	65	59	18	3	14	31	28	21	3	0	4.6	17
SOUTHINGTON	423	3	5	70	89	90	92	94	93	85	87	78	76	79	9.3	9	11	80	63	9	2	7	28	25	25	7	6	5.1	9
SOUTH WINDSOR	286	2	2	67	84	85	88	87	90	79	82	74	66	66	8.7	10	15	75	62	10	8	16	34	23	12	6	1	4.4	24
SPRAGUE	34	4	5	53	85	88	74	79	62	68	35	47	50	35	6.8	38	29	32	51	38	21	15	24	26	12	0	3	4.1	35
STAFFORD	104	5	5	60	83	88	92	96	94	88	83	79	66	71	9.0	11	17	73	61	11	9	7	31	25	15	10	4	4.7	16
STAMFORD	762	1	6	47	81	69	80	74	72	65	62	55	49	49	7.0	31	19	50	54	31	12	14	37	20	9	5	2	4.2	26
STERLING	46	6	5	70	76	78	76	83	80	74	74	59	57	54	7.8	26	15	59	55	26	20	11	39	13	15	2	0	4.0	30
STONINGTON	157	4	5	57	82	88	84	85	86	69	68	66	62	61	8.1	24	10	67	58	24	2	10	43	21	12	9	3	4.7	12
STRATFORD	454	2	5	70	80	89	90	89	89	80	81	76	70	68	8.8	13	19	69	60	13	2	5	28	29	22	11	4	5.1	6
SUFFIELD	127	4	3	62	83	91	88	92	87	80	81	80	72	69	8.8	16	16	69	60	16	9	14	43	18	10	6	1	4.3	23
THOMASTON	74	4	5	66	86	88	86	90	95	84	79	76	63	72	8.8	14	18	68	59	14	3	8	35	24	12	8	9	5.0	11
THOMPSON	125	6	6	57	78	83	84	82	76	86	83	76	60	67	8.3	13	19	68	60	13	4	6	44	24	15	6	1	4.6	10
TOLLAND	171	5	3	71	83	92	89	92	89	92	91	71	73	84	9.3	10	10	80	64	10	2	3	21	37	21	9	6	5.2	5
TORRINGTON	314	3	6	65	83	83	85	89	85	57	71	68	65	67	8.2	20	18	63	58	20	3	10	34	28	15	7	2	4.7	13
TRUMBULL	345	2	2	68	89	88	90	87	88	87	86	74	68	72	9.0	10	13	76	63	10	5	9	37	25	12	10	3	4.7	14
UNION	5	6	5	100	100	100	80	100	100	60	100	80	100	100	10.2	0	40	60	63	0	0	0	40	40	0	20	0	5.0	0
VERNON	282	3	4	78	92	91	86	91	93	82	80	79	71	78	9.2	12	14	74	61	12	6	12	45	26	14	3	0	4.3	18
VOLUNTOWN	25	6	5	52	60	76	88	88	88	76	68	64	68	76	8.0	44	4	52	54	44	8	17	46	17	4	4	4	4.2	25
WALLINGFORD	437	3	5	63	87	89	89	88	87	74	78	64	60	65	8.4	22	20	57	56	22	8	17	48	21	9	2	2	4.2	25
WATERBURY	894	1	6	46	77	61	72	70	64	56	45	41	35	37	6.1	46	19	35	50	46	9	13	37	22	12	5	1	4.4	22
WATERFORD	169	4	4	69	87	95	89	90	90	77	77	74	70	71	8.9	17	11	73	61	17	2	7	33	25	17	12	4	5.0	8
WATERTOWN	236	2	5	76	86	91	91	92	89	76	86	78	69	78	9.1	9	13	78	62	9	3	11	35	24	18	6	3	4.7	15
WESTBROOK	50	6	4	74	88	96	88	90	90	88	88	88	74	70	9.3	10	20	70	61	10	2	6	32	34	18	2	6	4.9	8
WEST HARTFORD	488	2	2	61	85	89	89	87	86	84	85	77	79	74	9.0	12	13	75	63	12	6	12	31	25	13	8	5	4.7	18
WEST HAVEN	454	2	6	62	86	85	88	89	85	74	75	71	72	69	8.6	11	15	74	61	11	1	8	27	32	16	11	5	5.1	9
WESTON	107	5	1	77	93	98	95	95	95	93	94	87	87	84	10.0	5	12	83	64	5	2	9	45	23	10	8	2	4.6	11
WESTPORT	202	3	1	69	84	96	96	94	96	81	85	84	83	76	9.4	10	11	79	64	10	3	5	12	34	19	19	10	5.6	7
WETHERSFIELD	218	2	3	68	91	92	88	92	91	80	88	79	69	71	9.1	11	8	80	64	11	6	9	34	23	15	10	3	4.7	15

STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6

TEST DATE: 10/90

DISTRICT	# OF STUDENTS TESTED	TOC	ERG	OBJECTIVES TESTED: WRITING MECHANICS — capitalization and punctuation	spelling (words/homonyms/abbreviations)	agreement	tone	STUDY SKILLS — locating information	notetaking and outlining	LISTENING COMPREHENSION — literal	inferential and evaluative	READING COMPREHENSION — literal	inferential	evaluative	TOTAL LANGUAGE ARTS — Average Number of Objectives Mastered	DEGREES OF READING POWER (DRP) — Below 50	50-55	56+	Average DRP Score	% of Students Needing Further Diagnosis	WRITING SAMPLE — 2	3	4	5	6	7	8	Average Holistic Score	% of Students Needing Further Diagnosis
MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)																												
WILLINGTON	64	5	4	55	73	80	80	89	83	86	75	72	55	59	8.1	22	9	69	59	22	13	13	46	21	8	0	0	4.0	25
WILTON	183	4	1	70	87	93	97	93	88	89	92	84	86	81	9.7	5	12	83	64	5	3	9	22	27	21	11	7	5.1	12
WINCHESTER	106	6	5	56	75	79	83	81	85	78	69	60	60	63	7.9	31	16	52	55	31	17	24	35	11	8	4	1	3.9	41
WINDHAM	207	6	6	38	67	65	73	72	67	60	59	65	51	52	6.7	35	22	43	52	35	14	21	34	17	8	4	1	4.0	35
WINDSOR	324	2	4	62	85	88	88	89	85	81	77	73	68	69	8.6	19	15	66	59	19	7	13	34	18	18	7	2	4.5	28
WINDSOR LOCKS	108	4	5	74	85	81	88	92	86	77	82	66	63	70	8.6	12	17	71	60	12	5	9	31	25	22	6	2	4.8	14
WOLCOTT	176	2	5	72	98	87	87	91	86	76	85	66	60	68	8.7	10	16	74	61	10	3	11	47	27	9	2	1	4.4	14
WOODBRIDGE	115	4	1	60	85	97	92	92	94	87	93	89	81	82	9.5	9	17	74	63	9	1	2	19	24	31	15	9	5.6	3
WOODSTOCK	80	6	3	66	74	80	80	78	83	79	78	64	61	70	8.1	24	16	60	57	24	13	18	31	21	11	4	3	4.2	30
REG. DIST. NO. 06	70	6	4	70	84	96	87	96	93	87	86	89	79	74	9.4	10	13	77	62	10	1	4	31	31	19	11	1	5.0	6
REG. DIST. NO. 10	149	5	3	68	83	94	93	95	93	89	85	78	69	80	9.3	11	10	80	63	11	2	9	42	23	19	4	2	4.7	11
REG. DIST. NO. 12	57	6	2	81	86	93	95	95	95	89	88	86	79	82	9.7	7	7	86	65	7	4	0	19	14	26	28	9	5.8	4
REG. DIST. NO. 13	131	5	3	59	84	89	93	88	87	78	79	73	66	69	8.6	15	18	67	60	15	4	14	34	19	22	6	2	4.7	18
REG. DIST. NO. 14	109	4	2	58	85	94	90	92	88	82	86	70	71	68	8.8	16	13	72	60	16	3	12	30	31	12	11	1	4.7	15
REG. DIST. NO. 15	208	4	3	71	92	98	90	95	94	85	95	83	81	87	9.7	1	14	85	65	1	0	7	21	20	21	20	12	5.6	7
REG. DIST. NO. 16	152	4	5	57	76	79	78	80	81	79	71	58	46	53	7.6	22	18	59	57	22	7	10	33	21	16	9	3	4.7	17
REG. DIST. NO. 17	123	6	3	75	84	96	91	93	94	85	89	76	80	84	9.5	4	13	83	65	4	3	12	33	28	16	5	3	4.7	15
REG. DIST. NO. 18	98	6	2	65	85	87	92	91	90	85	77	76	69	72	8.9	12	15	72	62	12	14	17	28	20	19	2	1	4.2	30

STATE BY DISTRICT REPORT

LANGUAGE ARTS
GRADE 6

TEST DATE: 10/90

| | | | | OBJECTIVES TESTED | | | |

APPENDIX J

Grade Six Connecticut Mastery Test

Percent of Students Meeting the Statewide Goal

In Each Content Area

By District

Grade Six Connecticut Mastery Test
Percent of Students Meeting the Statewide Goal *
In Each Content Area By District

DISTRICT	READING	WRITING	MATH
ANDOVER	59	7	33
ANSONIA	62	20	27
ASHFORD	68	14	34
AVON	84	8	54
BARKHAMSTED	87	13	36
BERLIN	78	7	41
BETHANY	76	26	41
BETHEL	69	8	42
BLOOMFIELD	49	5	22
BOLTON	70	4	46
BOZRAH	61	7	39
BRANFORD	78	18	38
BRIDGEPORT	25	5	6
BRISTOL	61	9	23
BROOKFIELD	72	7	34
BROOKLYN	63	11	28
CANAAN	67	11	22
CANTERBURY	60	7	33
CANTON	80	11	58
CHAPLIN	31	7	10
CHESHIRE	77	17	48
CHESTER	68	6	41
CLINTON	71	18	26
COLCHESTER	63	10	35
COLEBROOK	69	0	38
COLUMBIA	72	18	44
CORNWALL	91	36	91
COVENTRY	68	7	47
CROMWELL	66	19	47
DANBURY	55	8	36
DARIEN	79	21	47
DEEP RIVER	72	19	36
DERBY	62	6	27
EASTFORD	48	4	17
EAST GRANBY	82	5	34
EAST HADDAM	72	18	40
EAST HAMPTON	70	9	42
EAST HARTFORD	61	8	31
EAST HAVEN	64	7	25
EAST LYME	74	7	32
EASTON	82	40	56
EAST WINDSOR	79	18	44
ELLINGTON	77	14	37
ENFIELD	73	10	38
ESSEX	86	44	43
FAIRFIELD	76	20	44
FARMINGTON	85	19	52
FRANKLIN	73	15	52
GLASTONBURY	69	10	36

* READING GOAL = 56 DRP UNITS WITH 75% COMPREHENSION
WRITING GOAL = HOLISTIC SCORE OF 7 ON A SCALE OF 2 TO 8
MATH GOAL = 31 OF 36 OBJECTIVES MASTERED

Grade Six Connecticut Mastery Test
Percent of Students Meeting the Statewide Goal *
In Each Content Area By District

DISTRICT	READING	WRITING	MATH
GRANBY	76	43	31
GREENWICH	72	24	46
GRISWOLD	50	2	25
GROTON	53	4	19
GUILFORD	71	16	38
HAMDEN	58	9	30
HAMPTON	53	6	29
HARTFORD	24	2	7
HARTLAND	89	6	17
HEBRON	84	5	36
KENT	81	10	26
KILLINGLY	57	7	23
LEBANON	77	5	38
LEDYARD	78	10	38
LISBON	64	3	13
LITCHFIELD	81	12	51
MADISON	80	12	46
MANCHESTER	78	11	46
MANSFIELD	66	31	43
MARLBOROUGH	80	5	49
MERIDEN	53	4	19
MIDDLETOWN	47	5	19
MILFORD	63	16	32
MONROE	59	19	30
MONTVILLE	63	11	30
NAUGATUCK	53	4	33
NEW BRITAIN	26	1	11
NEW CANAAN	74	25	58
NEW FAIRFIELD	64	15	41
NEW HARTFORD	77	18	39
NEW HAVEN	21	2	8
NEWINGTON	69	6	36
NEW LONDON	34	8	11
NEW MILFORD	64	8	39
NEWTOWN	81	9	42
NORFOLK	75	10	35
NORTH BRANFORD	65	6	27
NORTH CANAAN	75	17	8
NORTH HAVEN	72	6	34
NORTH STONINGTON	66	9	34
NORWALK	38	5	21
NORWICH	62	5	28
OLD SAYBROOK	77	11	36
ORANGE	76	16	56
OXFORD	67	9	20
PLAINFIELD	37	2	19
PLAINVILLE	57	9	29
PLYMOUTH	56	5	16
POMFRET	72	17	34

* READING GOAL = 56 DRP UNITS WITH 75% COMPREHENSION
WRITING GOAL = HOLISTIC SCORE OF 7 ON A SCALE OF 2 TO 8
MATH GOAL = 31 OF 36 OBJECTIVES MASTERED

Grade Six Connecticut Mastery Test
Percent of Students Meeting the Statewide Goal *
In Each Content Area By District

DISTRICT	READING	WRITING	MATH
PORTLAND	74	14	33
PRESTON	70	4	23
PUTNAM	45	6	41
REDDING	71	11	41
RIDGEFIELD	85	21	52
ROCKY HILL	76	13	43
SALEM	62	28	30
SALISBURY	73	10	27
SCOTLAND	58	8	17
SEYMOUR	75	15	27
SHARON	82	35	35
SHELTON	67	14	29
SHERMAN	77	5	32
SIMSBURY	86	18	52
SOMERS	65	3	38
SOUTHINGTON	79	13	53
SOUTH WINDSOR	75	7	45
SPRAGUE	31	3	9
STAFFORD	69	13	37
STAMFORD	50	7	25
STERLING	59	2	39
STONINGTON	67	11	39
STRATFORD	69	15	28
SUFFIELD	69	6	39
THOMASTON	67	17	32
THOMPSON	67	6	23
TOLLAND	80	15	39
TORRINGTON	60	9	32
TRUMBULL	76	13	36
UNION	60	20	40
VERNON	71	3	44
VOLUNTOWN	52	8	40
WALLINGFORD	57	4	22
WATERBURY	35	6	9
WATERFORD	73	16	38
WATERTOWN	76	9	31
WESTBROOK	70	8	22
WEST HARTFORD	74	13	41
WEST HAVEN	73	15	39
WESTON	83	10	46
WESTPORT	78	28	55
WETHERSFIELD	80	13	44
WILLINGTON	69	0	34
WILTON	83	18	42
WINCHESTER	51	5	31
WINDHAM	41	5	19
WINDSOR	66	9	40
WINDSOR LOCKS	71	7	35
WOLCOTT	74	3	30

* READING GOAL = 56 DRP UNITS WITH 75% COMPREHENSION
WRITING GOAL = HOLISTIC SCORE OF 7 ON A SCALE OF 2 TO 8
MATH GOAL = 31 OF 36 OBJECTIVES MASTERED

Grade Six Connecticut Mastery Test
Percent of Students Meeting the Statewide Goal *
In Each Content Area By District

DISTRICT	READING	WRITING	MATH
WOODBRIDGE	71	23	54
WOODSTOCK	60	6	34
REGIONAL DIST 6	77	13	37
REGIONAL DIST 10	79	6	35
REGIONAL DIST 12	86	37	39
REGIONAL DIST 13	67	8	23
REGIONAL DIST 14	69	12	32
REGIONAL DIST 15	83	30	43
REGIONAL DIST 16	59	13	22
REGIONAL DIST 17	82	8	27
REGIONAL DIST 18	72	3	44

* READING GOAL = 56 DRP UNITS WITH 75% COMPREHENSION
WRITING GOAL = HOLISTIC SCORE OF 7 ON A SCALE OF 2 TO 8
MATH GOAL = 31 OF 36 OBJECTIVES MASTERED

Grade Six Connecticut Mastery Test
Percent of Students Meeting the Statewide Goal *
In Each Content Area By TOC

	READING	WRITING	MATH
TOC 1 TOTAL	29	4	9
TOC 2 TOTAL	70	12	38
TOC 3 TOTAL	58	8	29
TOC 4 TOTAL	72	14	39
TOC 5 TOTAL	73	12	37
TOC 6 TOTAL	64	10	31
ERG 1 TOTAL	80	20	52
ERG 2 TOTAL	75	15	41
ERG 3 TOTAL	72	11	36
ERG 4 TOTAL	67	12	35
ERG 5 TOTAL	67	10	32
ERG 6 TOTAL	50	7	23
ERG 7 TOTAL	24	3	7
STATE TOTAL	60	10	30

* READING GOAL = 56 DRP UNITS WITH 75% COMPREHENSION
WRITING GOAL = HOLISTIC SCORE OF 7 ON A SCALE OF 2 TO 8
MATH GOAL = 31 OF 36 OBJECTIVES MASTERED

APPENDIX K

Type of Community Classifications

Type of Community

TOC 1 = LARGE CITY - a town with a population of more than 100,000.

TOC 2 = FRINGE CITY - a town contiguous with a large city and with a population over 10,000.

TOC 3 = MEDIUM CITY - a town with a population between 25,000 and 100,000 and not a Fringe City.

TOC 4 = SMALL TOWN (Suburban) - a town within an SMSA* with a population of less than 25,000, not a Fringe City.

TOC 5 = SMALL TOWN (Emerging Suburban) - a town with a population of less than 25,000 included in what was a proposed 1980 SMSA but not included in a 1970 SMSA.

TOC 6 = SMALL TOWN (Rural) - a town not included in an SMSA, with a population of less than 25,000.

*Standard Metropolitan Statistical Area

APPENDIX L

Education Reference Group Descriptions

Education Reference Group Descriptions

The education reference groups were formed from an analysis of districts' median family income, a percentage of high school graduates, a percentage of those in managerial/professional occupations, a percentage of single-parent families, a percentage of those below poverty and a percentage of non-English home language from the 1980 census. The groups have not been named, but have been labeled I through VII. Note, however, that the groups run from extremely affluent suburban communities (I) to our three largest cities of Hartford, Bridgeport and New Haven (VII). Some differ widely with respect to all of the family background variables; others differ slightly with respect to one or two. In addition to the six variables used to classify districts, the group descriptions below also include superintendents' comments that were provided in a Department survey in 1988.

Group I. These 13 districts were wealthy, professional suburbs. The median family income in 1979 averaged $40,425. Residents were extremely well educated. Nearly 90% had at least a high school diploma, 42% had a bachelor's degree and 49% had a managerial or professional job. There were relatively few children with educational disadvantages here. Only 7% of the families were single-parent, about 8% spoke a language other than English at home and almost no one (2%) lived in poverty. Superintendents within these towns used the adjectives "suburban," "affluent," "growing" and "bedroom community" to describe them.

Group II. Residents in the 29 districts of Group II were affluent, well-educated professionals, but to a lesser extent than residents of Group I. The median family income averaged $28,113, more than 83% of the residents had high school diplomas, 29% had a college degree and 36% had a managerial or professional job. Like Group I, this group had a low percentage of people who spoke another language at home (8%), almost no one in poverty (2%) and relatively few single-parent families (9%). Like the superintendents in Group I, superintendents from these towns described their communities as "affluent," "bedroom communities," "growing" and "suburban."

Group III. These 34 districts were mostly rural bedroom communities. Like Groups I and II, these towns did not have many disadvantaged children. There were only 7% who spoke a language other than English at home, only 7% who were from single-parent families and only 3% who were poor. Adults were slightly less affluent (median family income of $24,431), less likely to have a high school diploma (77%) and less likely to have a managerial or professional job (28%) than people in Group II. Like the previous two groups, these towns were described by superintendents as "suburban," "growing" and "bedroom communities." Several superintendents used "rural" and "middle class" (as well as "affluent") to describe their communities.

Group IV. This group of 37 districts was probably the most diverse set of towns, containing a number of coastal and resort communities, as well as rural and suburban areas. Group IV was similiar to Group III in median family income ($22,609), percentage of high school graduates (77%), percentage of managers/professionals (29%) and percentage of non-English home language (7%), but had a significantly higher percentage of single-parent families (12% versus 7%) and a slightly higher percentage of families below poverty (5% versus 3%). Superintendents' descriptions reflect this group's diversity. They describe their towns as "bedroom," "growing," "rural," "suburban," "middle income" and "affluent."

Group V. These 30 districts made up the first group of working class/blue collar communities. This group had a significantly lower percentage of high school graduates (68%) and percentage of managers/professionals (19%) than Group IV. Other characteristics were similar to Group IV: the average income was $21,920, there were 11% single-parent families, 5% below poverty and 9% of the population spoke a language other than English at home.

Group VI. This group of 23 districts included the state's medium-sized cities, the larger cities of Stamford and Waterbury, several former mill towns and some densely populated blue collar suburbs. Group VI had similar socioeconomic characteristics as Group V, but significantly greater proportions of single-parent families and families in which English was not the primary home language. The median family income of $20,325 was below the state average. An average of 16% of the residents spoke another language at home and 17% of the families were headed by single parents. Only 63% of the residents had high school diplomas, and 6% lived below poverty level.

Group VII. Hartford, Bridgeport and New Haven were vastly different from other communities in Connecticut. An average of 28% of the families spoke a language other than English, 46% were headed by single parents, 20% lived in poverty and the median family income was $15,240.

APPENDIX M

Student Participation Rates

PARTICIPATION RATES FOR SIXTH GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1990-1991

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
ANDOVER	27	27	.0	100.0	100.0	100.0	100.0
ANSONIA	164	154	6.1	98.7	98.1	98.7	98.7
ASHFORD	57	50	12.3	100.0	100.0	100.0	100.0
AVON	169	166	1.8	100.0	100.0	100.0	100.0
BARKHAMSTED	48	47	2.1	100.0	100.0	100.0	100.0
BERLIN	190	188	1.1	100.0	100.0	100.0	100.0
BETHANY	74	74	.0	100.0	100.0	100.0	100.0
BETHEL	249	247	.8	100.0	100.0	98.4	99.2
BLOOMFIELD	176	162	8.0	100.0	100.0	100.0	100.0
BOLTON	50	50	.0	100.0	100.0	98.0	100.0
BOZRAH	31	28	9.7	100.0	89.3	92.9	89.3
BRANFORD	213	207	2.8	100.0	100.0	99.5	100.0
BRIDGEPORT	1,563	1,462	6.5	99.7	99.2	97.1	97.9
BRISTOL	572	543	5.1	99.8	100.0	99.8	100.0
BROOKFIELD	176	176	.0	100.0	100.0	94.9	100.0
BROOKLYN	89	81	9.0	100.0	100.0	100.0	100.0
CANAAN	9	9	.0	100.0	100.0	100.0	100.0
CANTERBURY	86	84	2.3	98.8	98.8	98.8	98.8
CANTON	101	100	1.0	100.0	100.0	100.0	100.0
CHAPLIN	31	29	6.5	100.0	100.0	100.0	100.0
CHESHIRE	298	292	2.0	100.0	100.0	98.3	100.0
CHESTER	35	34	2.9	100.0	100.0	100.0	97.1
CLINTON	161	152	5.6	100.0	100.0	99.3	100.0
COLCHESTER	148	136	8.1	98.5	97.1	97.1	95.6
COLEBROOK	14	13	7.1	100.0	100.0	100.0	100.0
COLUMBIA	68	68	.0	100.0	100.0	100.0	100.0
CORNWALL	13	11	15.4	100.0	100.0	100.0	100.0
COVENTRY	126	119	5.6	100.0	99.2	99.2	99.2
CROMWELL	117	115	1.7	100.0	100.0	100.0	100.0
DANBURY	636	571	10.2	100.0	100.0	98.9	100.0
DARIEN	185	183	1.1	100.0	100.0	99.5	100.0
DEEP RIVER	53	53	.0	100.0	100.0	100.0	100.0
DERBY	84	77	8.3	100.0	98.7	100.0	98.7
EASTFORD	25	23	8.0	100.0	78.3	100.0	91.3
EAST GRANBY	65	65	.0	100.0	100.0	100.0	100.0
EAST HADDAM	84	82	2.4	100.0	100.0	98.8	100.0
EAST HAMPTON	131	127	3.1	100.0	100.0	100.0	100.0
EAST HARTFORD	426	358	16.0	100.0	100.0	99.7	100.0
EAST HAVEN	230	202	12.2	100.0	100.0	99.5	99.5
EAST LYME	196	196	.0	100.0	100.0	99.0	100.0
EASTON	88	88	.0	100.0	100.0	100.0	100.0
EAST WINDSOR	80	78	2.5	100.0	100.0	100.0	100.0
ELLINGTON	129	118	8.5	100.0	100.0	100.0	100.0
ENFIELD	456	442	3.1	99.5	99.8	99.1	98.6
ESSEX	63	63	.0	98.4	98.4	98.4	96.8
FAIRFIELD	430	415	3.5	99.5	99.5	99.0	99.0
FARMINGTON	194	186	4.1	100.0	98.9	98.4	98.9
FRANKLIN	33	33	.0	97.0	100.0	97.0	100.0
GLASTONBURY	327	325	.6	100.0	100.0	99.7	99.7
GRANBY	125	125	.0	100.0	100.0	100.0	100.0
GREENWICH	481	446	7.3	98.9	100.0	99.3	99.8
GRISWOLD	129	121	6.2	100.0	97.5	95.9	97.5
GROTON	471	459	2.5	99.8	99.8	99.1	99.1

PARTICIPATION RATES FOR SIXTH GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1990-1991

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
GUILFORD	255	253	.8	100.0	100.0	100.0	100.0
HAMDEN	394	381	3.3	99.7	99.7	99.2	99.5
HAMPTON	18	17	5.6	100.0	100.0	100.0	94.1
HARTFORD	1,818	1,589	12.6	98.4	98.6	97.1	98.1
HARTLAND	18	18	.0	100.0	100.0	100.0	100.0
HEBRON	96	95	1.0	100.0	98.9	98.9	98.9
KENT	35	31	11.4	96.8	100.0	100.0	100.0
KILLINGLY	205	194	5.4	100.0	100.0	99.5	99.5
LEBANON	84	74	11.9	100.0	100.0	98.6	98.6
LEDYARD	226	223	1.3	100.0	100.0	100.0	100.0
LISBON	64	61	4.7	100.0	100.0	95.1	98.4
LITCHFIELD	99	94	5.1	100.0	100.0	97.9	100.0
MADISON	210	195	7.1	100.0	100.0	100.0	100.0
MANCHESTER	475	459	3.4	99.6	99.8	99.6	99.6
MANSFIELD	119	116	2.5	99.1	99.1	98.3	99.1
MARLBOROUGH	77	75	2.6	100.0	100.0	100.0	100.0
MERIDEN	620	586	5.5	99.8	100.0	99.7	100.0
MIDDLETOWN	360	325	9.7	99.7	100.0	99.7	99.1
MILFORD	473	446	5.7	99.6	99.8	97.5	99.6
MONROE	263	256	2.7	99.6	98.4	98.0	98.4
MONTVILLE	228	228	.0	100.0	100.0	99.6	100.0
NAUGATUCK	351	325	7.4	100.0	100.0	99.7	99.1
NEW BRITAIN	580	492	15.2	98.4	98.6	96.1	96.5
NEW CANAAN	192	189	1.6	100.0	100.0	100.0	99.5
NEW FAIRFIELD	169	169	.0	98.2	99.4	98.2	99.4
NEW HARTFORD	61	61	.0	100.0	100.0	100.0	100.0
NEW HAVEN	1,428	1,226	14.1	98.9	99.0	97.2	93.9
NEWINGTON	289	286	1.0	100.0	99.7	99.7	99.7
NEW LONDON	243	230	5.3	99.6	98.7	96.5	97.0
NEW MILFORD	284	275	3.2	99.6	99.6	99.3	99.3
NEWTOWN	257	254	1.2	100.0	100.0	100.0	100.0
NORFOLK	20	20	.0	100.0	100.0	100.0	100.0
NORTH BRANFORD	180	178	1.1	100.0	98.9	97.2	98.3
NORTH CANAAN	38	36	5.3	100.0	100.0	100.0	100.0
NORTH HAVEN	245	232	5.3	99.1	98.3	97.8	98.7
NORTH STONINGTON	59	58	1.7	98.3	98.3	98.3	98.3
NORWALK	651	626	3.8	99.0	98.6	98.4	98.2
NORWICH	377	356	5.6	99.4	99.4	98.9	99.4
OLD SAYBROOK	117	107	8.5	99.1	98.1	97.2	98.1
ORANGE	162	160	1.2	100.0	100.0	99.4	100.0
OXFORD	118	109	7.6	100.0	100.0	100.0	100.0
PLAINFIELD	201	199	1.0	100.0	100.0	99.0	100.0
PLAINVILLE	180	175	2.8	100.0	99.4	97.7	98.9
PLYMOUTH	137	129	5.8	100.0	100.0	99.2	100.0
POMFRET	54	53	1.9	100.0	100.0	100.0	100.0
PORTLAND	81	80	1.2	100.0	100.0	100.0	100.0
PRESTON	57	56	1.8	100.0	100.0	100.0	100.0
PUTNAM	91	86	5.5	100.0	100.0	100.0	100.0
REDDING	80	80	.0	100.0	100.0	100.0	100.0
RIDGEFIELD	241	241	.0	100.0	100.0	100.0	100.0
ROCKY HILL	142	136	4.2	100.0	100.0	100.0	100.0
SALEM	52	50	3.8	100.0	98.0	98.0	100.0
SALISBURY	30	30	.0	100.0	100.0	100.0	100.0

PARTICIPATION RATES FOR SIXTH GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1990-1991

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
SCOTLAND	12	12	.0	100.0	100.0	91.7	100.0
SEYMOUR	147	135	8.2	100.0	100.0	100.0	100.0
SHARON	17	17	.0	100.0	100.0	100.0	100.0
SHELTON	358	340	5.0	99.1	98.8	98.2	99.1
SHERMAN	23	22	4.3	100.0	100.0	100.0	100.0
SIMSBURY	301	294	2.3	99.3	98.6	98.6	98.6
SOMERS	104	103	1.0	98.1	100.0	100.0	100.0
SOUTHINGTON	448	426	4.9	99.5	99.1	97.7	99.1
SOUTH WINDSOR	286	286	.0	100.0	100.0	99.7	100.0
SPRAGUE	39	35	10.3	100.0	97.1	97.1	97.1
STAFFORD	127	109	14.2	100.0	95.4	94.5	94.5
STAMFORD	810	762	5.9	99.6	100.0	99.1	99.7
STERLING	47	46	2.1	100.0	100.0	100.0	100.0
STONINGTON	161	157	2.5	100.0	100.0	98.7	100.0
STRATFORD	455	454	.2	100.0	99.8	100.0	100.0
SUFFIELD	130	127	2.3	100.0	100.0	100.0	100.0
THOMASTON	77	75	2.6	100.0	97.3	98.7	97.3
THOMPSON	129	125	3.1	100.0	100.0	99.2	99.2
TOLLAND	172	171	.6	100.0	100.0	100.0	100.0
TORRINGTON	353	319	9.6	98.7	98.4	97.2	96.2
TRUMBULL	346	345	.3	100.0	100.0	100.0	100.0
UNION	5	5	.0	100.0	100.0	100.0	100.0
VERNON	315	284	9.8	98.6	97.2	97.9	96.8
VOLUNTOWN	26	25	3.8	100.0	100.0	96.0	100.0
WALLINGFORD	459	438	4.6	100.0	99.5	99.8	99.1
WATERBURY	1,028	894	13.0	100.0	99.9	99.0	99.3
WATERFORD	177	169	4.5	100.0	100.0	98.2	100.0
WATERTOWN	258	239	7.4	99.6	98.7	97.9	97.5
WESTBROOK	52	50	3.8	100.0	100.0	100.0	100.0
WEST HARTFORD	517	489	5.4	100.0	99.8	98.8	99.0
WEST HAVEN	524	454	13.4	100.0	99.8	97.6	99.8
WESTON	108	107	.9	100.0	100.0	100.0	100.0
WESTPORT	209	202	3.3	100.0	100.0	99.0	98.5
WETHERSFIELD	223	218	2.2	100.0	99.5	99.1	100.0
WILLINGTON	64	64	.0	100.0	100.0	98.4	100.0
WILTON	183	183	.0	100.0	100.0	100.0	100.0
WINCHESTER	112	107	4.5	99.1	99.1	99.1	98.1
WINDHAM	261	218	16.5	99.1	95.0	95.0	95.0
WINDSOR	332	324	2.4	99.7	100.0	99.4	100.0
WINDSOR LOCKS	111	108	2.7	100.0	100.0	100.0	100.0
WOLCOTT	176	176	.0	100.0	100.0	100.0	100.0
WOODBRIDGE	117	115	1.7	99.1	100.0	99.1	96.5
WOODSTOCK	82	80	2.4	100.0	100.0	100.0	100.0
REG. DIST. NO. 06	73	70	4.1	100.0	100.0	100.0	100.0
REG. DIST. NO. 10	156	149	4.5	100.0	98.7	100.0	98.7
REG. DIST. NO. 12	62	57	8.1	100.0	100.0	100.0	100.0
REG. DIST. NO. 13	133	131	1.5	100.0	100.0	100.0	100.0
REG. DIST. NO. 14	117	113	3.4	100.0	96.5	96.5	96.5
REG. DIST. NO. 15	213	211	.9	98.6	98.6	97.2	98.6
REG. DIST. NO. 16	155	152	1.9	100.0	100.0	100.0	100.0
REG. DIST. NO. 17	129	123	4.7	100.0	100.0	100.0	99.2
REG. DIST. NO. 18	103	99	3.9	99.0	99.0	97.0	99.0

PARTICIPATION RATES FOR SIXTH GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1990-1991

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
TOC 1 TOTAL	6,647	5,933	10.7	99.2	99.2	97.7	97.6
TOC 2 TOTAL	7,113	6,745	5.2	99.8	99.8	99.2	99.6
TOC 3 TOTAL	8,056	7,544	6.4	99.5	99.4	98.6	98.8
TOC 4 TOTAL	6,474	6,348	1.9	99.8	99.6	98.9	99.4
TOC 5 TOTAL	3,562	3,420	4.0	99.8	99.3	99.2	99.2
TOC 6 TOTAL	2,650	2,504	5.5	99.7	99.2	98.9	99.0
ERG 1 TOTAL	2,035	2,008	1.3	99.9	99.8	99.6	99.4
ERG 2 TOTAL	5,524	5,381	2.6	99.8	99.7	99.1	99.6
ERG 3 TOTAL	3,725	3,609	3.1	99.6	99.2	99.1	99.3
ERG 4 TOTAL	5,046	4,835	4.2	99.7	99.6	99.0	99.4
ERG 5 TOTAL	4,568	4,369	4.4	99.8	99.4	98.9	99.1
ERG 6 TOTAL	8,214	8,015	2.4	99.6	99.4	98.6	99.0
ERG 7 TOTAL	4,476	4,277	4.4	99.0	98.9	97.1	96.8
STATE TOTAL	34,502	32,494	5.8	99.6	99.4	98.7	98.9

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